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ABSTRACT

Second in a series of three developed to assist rural Americans interested in improving their communities to lock into outside resources for community betterment, this handbook concentrates on proposal writing and the grants process. Part I discusses the key points for proposal writing. These include identifying the process, identifying and documenting local needs, and researching potential funding sources. Part II discusses preparation, submission, and followup of the proposal process. It contains an in-depth discussion of the steps outlined in Part I. Part III discusses presentation and support of the proposal writer's idea and details the general major components of proposals. Part IV contains data on funding sources including foundation and grants sources and names of organizations with grants information and services. Appendices include information on available money, when to use a consultant, components of a good proposal, a brief alternative view of what a proposal is, and copies of the documents referred to in the main text of the handbook. (CM)

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How to write proposals for
State, Federal and Private Funds

handbook no. 2

RC 013130

Northeast Regional Center for Rural Development
Cornell University, Ithaca, New York

Connecticut Delaware Maine Maryland Massachusetts New Hampshire
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HOW TO WRITE PROPOSALS
FOR STATE, FEDERAL AND PRIVATE FUNDS

Terry Marshall

Department of Rural Sociology
Cornell University

Resources for Rural Development Series
Handbook No. 2
May 1977

EDITORS' INTRODUCTION

This handbook is one of a series intended to aid community leaders, Cooperative Extension agents, local government officials, change agents and others in their efforts to gain external resources needed to support local efforts in rural development. The principal aim of these handbooks is to simplify the process of locating resources, applying for them and administering those that are gained. All too often these three tasks are seen as being very complex, when in fact they can be performed by the average citizen. In this sense, these handbooks are designed to show how common sense, initiative and community effort are all that is required to tap federal, state and foundation resources. The titles of the first three handbooks illustrate the thrust of the series:

No. 1 How to Gather Information on Community Needs and Funding Sources

No. 2 How to Write Proposals for State, Federal and Private Funds

No. 3 How to Finance and Administer Rural Development Programs

All three of these handbooks are now available. From time to time, as we gain new experience and discover additional needs of communities seeking funds, we will revise these handbooks. In addition, if these handbooks find an interested audience, and if we receive requests from you for more specialized ones, we will attempt to supply them in an effort to help you meet your community and rural development needs.

The handbooks are being organized under an informal committee composed of Stephen Philip Johnson and John P. Snyder of Cooperative Extension, and John M. Cohen of Cornell's Department of Rural Sociology. A first edition of handbook no. 1 was published by Cornell University's College of Agriculture and Life Sciences. This edition proved so successful that we were able to obtain funding for the entire series from the Northeast Regional Center for Rural Development. If you wish to obtain the entire series or additional copies, you can address the Center at 242 Roberts Hall, Cornell University, Ithaca, New York 14853.

Any ideas or suggestions from those using these handbooks will be greatly appreciated. If we receive requests from you for more specialized handbooks relating to this general topic, we will try to meet them. Such comments should be addressed to either of the editors of this series:

John M. Cohen
Rural Sociology Dept.
219 Warren Hall
Cornell University
Ithaca, N.Y. 14853

Stephen Philip Johnson
Coop. Extension Admn.
103 Roberts Hall
Cornell University
Ithaca, N.Y. 14853

John P. Snyder
Rural Development Service
U.S. Dept. of Agriculture
Room 4116, South Building
Washington, D.C. 20250

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INTRODUCTION

Good proposal writing is a highly developed skill. The good proposal writer is concise, clear, succinct. He/she can capture in words the excitement of a good idea, document graphically a problem that needs to be solved. He can spell out clearly exactly what activities will be undertaken to solve the problem presented. He can document his organization's ability to attack the problem successfully, and justify the money needed to carry out the project.

The good proposal is an interesting, even exciting package. It demonstrates that someone has explored a problem thoroughly; has considered alternative solutions; has fit a proposed solution into both local level and funding agency contexts; has documented well the need, and the ability of the organization to perform; and has integrated all of this into a well written, sparkling presentation.

Yet, all of us aren't top-notch writers. We can't always capture that exact word, that memorable phrase. We ramble; we repeat. Our writing skips important points; we leave our readers confused. And yet we still get funded. We do find resources, and assistance, and support--not because of our ability to express ourselves clearly and succinctly, but frequently in spite of our ability to do so.

This handbook is the second in a series of three developed to assist rural Americans, and particularly local-level people--extension agents, local officials, small town residents interested in improving their communities--in locking into outside resources for community betterment.

This handbook concentrates on proposal-writing. Yet, as the introduction implies, it won't be a grammer or writing text. Not because good writing is not needed, but because the actual writing of a proposal is but one part of a more comprehensive process involved in successful grantsmanship. The grantsmanship process itself applies in many situations--in getting funding from state and federal agencies and private foundations; in seeking support or money from local government or private groups; even in seeking personal employment. The grants process is just that--a process. Its essence lies in good marketing based upon careful research. Successful "proposal writing" stems in large part upon mastering that entire process.

This handbook is not the final word on grantsmanship. Much of what is found herein--and much more--can be found in other places. Its usefulness lies in its presentation aimed at the person who tends to be forgotten in the grantsmanship literature, the individual rural citizen who simply wants to improve his community. Here is a primer--build on it; add to it; revise it. And welcome to the world of grantsmanship.

THE FUNDING CONTEXT: PROPOSAL WRITING AS A GAME

A good professor could put forth a "theory of grantsmanship" that would offer a well thought out rationale for using specific strategies in looking for grant money. That theory would be based on much research and reading, and would offer an intellectual rationale for following particular grants activities. If we could understand such a theory, it would demonstrate persuasively that proposal writing doesn't begin with putting words on paper, nor end when a package is dropped into the nearest mailbox.

But, few of us have the time (or desire) to approach grant writing with consideration of scientifically developed theories. We begin looking for grants because we're concerned about a specific problem and a specific project for which we need money. We're concerned with a very practical, down-to-earth problem.

Finding money can be a time consuming, difficult and frustrating process. It's hard work. But the process can be made easier, less frustrating, and more productive--in part, this handbook argues, by seeing your specific proposal in the context of the larger "grantsmanship" perspective.

This short introductory section hopes to provide a useful context. It argues that in the long run, perhaps the most useful tool to have is a systematic overview, a "theoretical perspective," if you will, of the grants process.

Central to this discussion of proposal writing is the idea that the written proposal is but part of a larger, more comprehensive process of grantsmanship. A successful proposal does not spring forth from a vacuum; it grows out of a systematic, continuing process of definition and research.

One useful concept is to view the funding process as a big game. In this game, the proposal writer is a single player. As in other games, the final outcome rests not only upon the actions of each individual player, but the interactions of all players. It's what the opponents and your teammates do, as well as what you do, that lead to the final outcome.

Proposal-writing is a special game, of course. The rules aren't clearly defined. We're not even sure how many players there are, and, chances are, the numbers of players in the game is changing constantly. It's difficult to tell who the competition is--it may be other groups, agencies, or individuals competing for the same pool of money; it may be local or area groups who oppose your activities because they seem hostile, or duplicative, or an infringement on their territory.

Proposal-writing is made more difficult because it is but one of many games in which each of us is engaged. We are all faced with other duties, other desires, other pressures on our time. Proposal-writing must compete with the other games for our attention.

But we community people are not alone. Those from whom we seek funds are likewise engaged in other games. They must wade through other applications. They must contend with other pressures on their time as well.

The challenge of grantsmanship is to simplify the work for all of us--for ourselves as fund seekers; for our targets as fund givers. Our task is to make those separate "games" overlap, to increase to the fullest extent the mesh between the needs of applicant and funder, to demonstrate that the proposed action or project is in the best interests of both.

The key idea is that we're not alone as fund seekers. Proposal-writing is not simply a matter of dashing out an idea, sending it off, and waiting for the funding to arrive. Like other games, one can develop a number of

strategies to both increase the likelihood of winning, and decrease the effects of opponents.

In general, then, proposal-writing is a game in which the chief task of the fund seeker is to demonstrate the mesh of his and the potential funder's needs. From that generalized concept stem the following key points for proposal-writing:

Pre-Game Warmup: Identify the Process

The grants process need not be a mystery. It is more, however, than putting something on paper and mailing it off--it's a process that moves from careful research through contact with possible funders to formal proposal writing and followup.

The various stages in this process overlap and feed on each other, but they are identifiable, and all are important in increasing the chances of funding your project.

This process is discussed in detail in Section 3, "The Proposal Process: Preparation, Submission, and Follow-up."

Homework at Home: Identify and Document Local Needs

Behind any proposal lies knowledge of a particular problem to be solved or need to be fulfilled. The solution to that problem or need must be clearly presented as goals and objectives to be achieved. Appropriate activities or methods of achieving the goals and objectives must be presented. The amount of money, effort, time that seems necessary to accomplish the task must be stated. The group or individuals who will carry out the task and their ability to do so must be documented. These comprise the core of a proposal.

In short, a solid research and thinking process is required to identify, develop, and document the need for the proposed project. A detailed

discussion of specific proposal components is presented as Section 4, "The Proposal's Content: Presentation and Support of Your Idea."

Homework in the Field: Research Potential Funding Sources

Good research is a key requirement for documenting need at the local level. But using the games analogy, the knowledge of and ability to present your proposal from your own perspective is only half the research task.

It is equally important to systematically gather information on potential funding sources, to identify those which seem most likely to fund your proposed project, and to tailor your proposal specifically to each likely candidate.

In short, parallel to good research on the local situation is research and data collection on potential funding sources. A more detailed discussion of this process, including source materials, is the subject of Section 5, "The Proposal's Target: Data on Funding Sources."

Action on the Field: Play the Grants Game

Successful proposals are more than good, feasible ideas committed to paper. They must fit into the context of rules of the game, vague though they may seem.

Some of the rules are simple: that excellent proposal from a community in need was nicely presented, well developed and documented, and shows a high probability of success--it didn't bring any money to the applicant, however, because it was postmarked the day after the submission deadline. Other rules are less clear cut. Some are breakable, others less so.

Section 6, "The Real-Life Proposal: Notes on the 'Nitty-Gritty'," lists some of those generally accepted rules.

In summary, the viewpoint which permeates this handbook is that good proposal writing is more than a writing exercise. It is a systematic approach to grantsmanship which involves careful analysis and research of local problems and needs and of the field of possible funders. It is a systematic process which moves through overlapping stages through--and beyond--receipt of the sought-after funding. In the following pages, the handbook discusses those steps in detail.

THE PROPOSAL PROCESS: PREPARATION, SUBMISSION AND FOLLOWUP

This handbook's oft-repeated message is that the proposal process is much more than a writing exercise. It is a systematic series of actions over time. The process should be viewed as more than a single effort--both because most of us face problems whose solutions will require more than a single effort, and because the grants process feeds on itself. Subsequent proposals grow out of earlier successes (and failures). Contacts with potential funders lead to other contacts, more ideas, and eventually, more proposals. Proposal-writing is an interrelated effort involving many proposals, probably many projects, and certainly many contacts.

Any listing of the stages in this process is somewhat arbitrary, since the stages tend to be overlapping. However, our view is that at least seven stages are involved: 1) identifying and documenting local problems; 2) researching funding possibilities; 3) preparing a pre-application; 4) discussing the project with potential funders; 5) submitting a formal application; 6) following up on agency action; and 7) following up in the local community.

This section of the handbook discusses each in more detail.

Basic Local Research: Problem Identification and Documentation

Basic to our idea of a good grant proposal is a solidly documented problem, based on a researched knowledge of the local situation, the problems faced, the idea proposed, and the relationship between them. The following subsections outline both a general research strategy, and list specific types of materials which need to be gathered.

1. Setting the Stage: A System of Data Collection

The successful grant proposal is the one which meshes community needs with a funder's needs at the appropriate moment. All too frequently, however, proposal-writing means a last-minute mad dash to meet an unrealistic deadline. Like college term papers, proposals have a way of getting left to the last minute; or, as frequently happens, we find out about deadlines only days before the proposal is due.

The ideal answer is simple: don't wait until the last minute; or, at the very least, don't be involved in so many things that you can turn to the proposal only at the last minute.

Those solutions are simple--they're also unrealistic. In practice, the problem can be dealt with not by wishing for more realistic deadlines, but by building a data collection which can be called upon for last-minute assembly. Good proposal writers also tend to be good librarians, continually searching for and collecting facts and figures and documents, and filing them away for future use. This is a continuous process, and involves at the minimum the following:

A. Developing a range of resources and contacts through which you find out about new materials, so that you are aware of new information as it is generated.

B. Collecting and arranging the materials in some accessible system so that they can be utilized on short notice. You can use whatever best suits your style, but good systems can be organized in filing cabinets, in loose leaf notebooks, and in lightweight cardboard boxes (sold as "shelf files").

C. Making sure that key documents and information are in your physical possession. While much important information may be readily available at the local library or the planning office, chances are you will need it most late some Sunday night on a three-day holiday weekend. Then, unless you have the building keys, even the best library collection won'd do you much good.

Here, the key point is that since each proposal should be tailor made for a specific potential funder, it will need its own specific slant. You will need to rearrange your basic documentation to meet the needs of each specific proposal.

The kinds of materials you will need will depend upon your general areas of funding requests, of course, but the following three areas tend to cover most needs:

2. Key Documentation: Establishing Community Need

Without a problem you wouldn't have a proposed project. A basic task will be to document that problem. Several types of information will be useful:

A. Information on your particular geographic area--its population, composition (e.g. ethnic, financial, age, etc.), history, problems, etc. You should collect figures on the local situation, including both those materials which have been printed and are readily available, as well as mailing lists and newsletters which are sources of continuing information.

An annotated bibliography of these kinds of materials is included in the first handbook in this series, "How to gather information on community needs and funding sources."

In addition, there are sources which generate information on a regular basis which will support your contention that there is a problem which needs to be solved. Generally, you should collect media reports on local problems--newspaper and magazine articles, transcripts of TV and radio programs (frequently you can get cassette tapes of specific programs). And, if you live in or near a college community, you should be able to find studies and reports by various college departments, class project reports, and Masters theses and Ph.D. dissertations which provide solid documentation of some relevant problems.

In general, it's important to keep in mind that it's not enough for you to know there is a problem. You need to demonstrate solid (written if possible) evidence from other sources. Your potential funders probably know only what information on your community and its problems that you provide. It is your job to gather and present the most accurate information available.

3. Key Documentation: Establishing Activity Credibility

In addition to documenting a community problem, you need to demonstrate that the proposed activity will in fact affect the problem. Lots of communities have lots of problems. You'll need to show that your solution has a reasonable chance of success.

Proposing solutions implies that you--or someone you know--has some knowledge about various approaches to the problem. Two general areas of documentation are helpful to support your personal beliefs: literature

by experts in the field, and examples of other similar programs and projects in other geographical areas.

Collection of this kind of documentation is useful because it both gives ideas on possible solutions for your own community's problems, and it can build a case in your proposal that the planned activities do in fact hold some potential for solving the local problem.

Implied here is a continued data collection process that most people should normally carry out in their efforts to keep informed on developments in their field. Particularly useful are reading journals, reports, and newsletters on developments, and attending conferences related to your field.

In addition, it is helpful to develop a local atmosphere in which possible ideas for solutions to locally identified problems are being created. Such things as brainstorming sessions, staff meetings, staff questionnaires, developing "wish lists" of projects you need are all useful to generate ideas among local people.

In addition, some publications offer ideas for possible solutions to a variety of problems. For example, The Catalog of Federal Domestic Assistance is generally seen as a resource for funding; yet, it offers a wealth of ideas on the kinds of programs the government has created to try to solve particular problems. It can generate useful ideas for local implementation beyond those actually funded by the federal government.

Examples of publications which might be useful in helping to generate possible project ideas are the following:

HELP: A Directory of Services for Nonprofit Organizations

A handsome and useful compilation aimed at organizations in the San Francisco Bay area. Its brief annotations of organizations and services in the Bay area offer numerous ideas of possible projects. 112 pages. $3.50. Prepared, 1976 by Joanne Schnautz, Editor and Project Director.

Available from: The Youth Project
149 Ninth Street
San Francisco, CA 94103
Phone: (415) 626-5570

Human Work for Human Needs

A digest of 171 projects around the country in a variety of service areas, mostly funded by the Community Service Administration. Summaries are general, but offer specific names and addresses of people for follow-up information if desired. 225 pages. $5.00. Prepared December 1975.

Available from: The National Center for Community Action
1711 Connecticut Ave., N.W.
Washington, D.C. 20009
Phone: (202) 667-8970

4. Key Documentation: Establishing Agency Credibility

A third major component of local documentation is to show that your organization or group or agency will be able to carry out the proposed project. Even better, you should demonstrate that your organization is in fact the only logical choice to do what is proposed. Kinds of information which have proven useful are the following:

A. Evaluations of past programs or projects run by your organization.

B. A brief history of your organization.

C. Short resumes of staff people who will be involved in any project for which you are seeking funds.

D. An organizational chart and/or description of staff and board structure.

E. A list of board and advisory board members, including short descriptions or resumes of each.

F. A set of your organization's goals, hopes, plans.

G. Copies of official documents, particularly Articles of Incorporation and your Internal Revenue Service letter of tax exemption.

H. Copies of publicity about your organization and its activities.

I. Letters of support, including testimonials from past clientele.

J. Copies of financial reports and program audits.

K. Copies of printed literature--brochures, newsletters, special reports, handbills, etc. done by or about your agency or organization.

In summary, local documentation implies the systematic collection of the types of information cited above. Not all types of information will be needed in every grant proposal. One must pick and choose that data directly relevant to the specific project and potential funding source under consideration. But, such extensive documentation assures that when the time comes, you will have at your fingertips adequate materials from which to write your proposal.

To pursue the topic further, a very useful resource is:

The Grants Planner:
A Systems Approach to Grantsmanship

A 273-page looseleaf cookbook on grants research, proposal writing and funding sources. Particularly relevant to this section are the volume's very practical worksheets and suggestions on types of information needed for what the author terms your "Swiss Cheese Book," or collection of materials. $37.50. Prepared October 1976 by Dan Conrad and staff.

Available from: The Institute for Fund Raising
717 Castro Street
San Francisco, CA 94114
Phone: (415) 826-3200

Funding Source Research: Identifying the Big Green

The extensive documentation at the locality level urged in the preceding section is but half the pre-application research faced by the good grantsperson. The other half is the same type of research on potential funding agencies.

Just as we collect materials on the local community, we need to accumulate information on possible funders. Just as we zero in on a particular local problem and document it, we must sift through information on funders, find the ones which best match our proposed project, and concentrate our efforts on them. And just as we seek to specify goals, objectives, and means in writing our proposals, we must seek to identify not only funding sources, but the interests and priorities of those funding sources.

In general terms we need to know the following:

1. Specific government programs, foundations, and/or corporations which provide funding.

2. The nature of awards made--including amounts, subject matter of grants, geographical or other limitations, and funding cycles.

3. Sources which provide ongoing information on specific monies available prior to submission deadlines.

Section five of this handbook, "The Proposal's Target: Data on Funding Sources," offers a number of specific references which can open this world to the fundseeker.

Proposal Preparation: Writing a Pre-Application

One useful time saver in fundraising is to prepare a concise (one- or two-page) summary proposal or pre-application, which gives the basic ideas of the proposed project. The pre-application has several uses:

1. It forces you to think through the project carefully enough to condense it to its bare bones.

2. It offers a concise document to share with co-workers, potential cooperators on the project, and others, to make sure that you all visualize the project in the same terms.

3. It offers a concise document with which to make an initial presentation to potential funders, thus helping to assure that you do not waste time developing a full application to an agency or foundation that is not interested in funding a project such as yours.

The pre-application is not a complete proposal. Rather, it is a basic document which outlines your ideas on the project for which you seek funding. It should be a document which can be expanded and/or altered to fit the particular emphases and needs of different funders.

Tailoring and reshaping your basic pre-application becomes, then, your primary writing task in developing full-scale proposals. It is in the tailoring that your creativity in analyzing and redefining your project can determine whether you can successfully obtain funds from any given agency, program, or foundation. Generally, any given project can be slanted

in many directions without compromising the basic integrity of the project. For instance, a "youth program" might also be a youth program for minority youth; or a program for juvenile delinquency prevention; a youth motivation effort through cultural awareness activities; a summer recreation experience; an outdoor environmental awareness seminar series; a program of supplemental education; an alternative educational program, etc., depending upon the interests of both your organization and the funding agency.

For most purposes the pre-application will be of your own design. It must provide the basics: a brief description of the problem, the goals and objectives, proposed activities, amount of funding requested, sample documentation, and something of the organization, agency, or individuals who are to carry out the project.

Increasingly with many government agencies, a standard pre-application is required, and the specific information requested is spelled out in detail.

In some cases, however, the pre-application may in fact be the final determinant of who will or will not get funding. A case in point is the Department of Housing and Urban Development's (HUD) Community Development Block Grant discretionary funds program. This program provides money on a competitive basis to local governments for a variety of local developmental projects. HUD requires submission of a pre-application by a specific date each year.

In this case, the pre-application determines who does or does not get funded. Based on very specific criteria, HUD rates all pre-applications, assigns points to each, then ranks the pre-applicants. It invites applicants to submit full applications in order of their ranking. That ranking is critical: in the first two years of the program (Fiscal Years 1975 and 1976), one Hud regional office invited 176 local governmental units to submit full applications based on those rankings--175 of those invited to apply were funded (the 176th community was not funded only because it failed

to submit a full application). Full applications were not accepted from communities which did not submit pre-applications.

In short, for some grant monies, the pre-application is crucial. Generally, though, potential applicants must find out directly from the agency whether or not pre-applications are required, and how important they are. In the HUD Block Grant case, the need to discuss agency requirements prior to submission of an application is clear; in other cases, while not absolutely mandatory, pre-submission discussion with the agency or foundation is generally a recommended procedure. The following subsection addresses that stage of the grants process.

As further information on the pre-application stage, we have included a sample copy of a formal pre-application used by the federal government's ACTION program as Appendix A1. Appendix A2 is a sample pre-application, "Solar Energy Project," used by a community organization as the basic document for writing formal proposals both to private foundations and government agencies.

The Initial Contact: Pre-Submission Discussion

Meshing your own proposed project with that of a funding source implies understanding their needs and goals as well as your own, as we have emphasized previously.

Despite the existence of much written information on grant sources--such things as the Foundation Directory, Foundation Grants Index, Catalog of Federal Domestic Assistance, etc. (see Section 5)--you can never know exactly the latest developments within an agency from its printed information, or from summaries prepared by other agencies or private groups. Guidelines are constantly changing, priorities are under revision, amounts

of money available fluctuate, etc. You simply have to talk with the agency or funder to find out where you stand in relation to its giving programs.

Besides the problem of changing formal guidelines, agencies and foundations have informal emphases and guidelines by which they fund. These tend to be as much a part of the process as the formal rules, but can be found out only through discussion.

If possible, after screening potential funding sources and identifying those which seem most likely to fund your project, you should arrange to meet with the agency to discuss possible funding. For far-away foundations or agencies, of course, that discussion will have to be by telephone.

Discussion of the pre-application is critical. Here's where you make your first impression; here is where you have to get across in a brief appearance of discussion what it is you are interested in, what you have to offer, etc. In this short period, the potential funder must decide, based on the information you present, whether or not your proposed project might meet his guidelines. And based on the response you get, you must decide if this particular source is a potential funder for your particular project.

Obviously the potential funder will want to know what it is you want--thus the pre-application, which you will have prepared before the interview. But you need to remember that the pre-application is only a draft, only one possible way of presenting an idea. You need to remain flexible enough to shift emphasis--but still maintain the integrity of your idea--to help it mesh with the funder's needs.

Even in that first interview, for instance, a solar energy proposal can become a self-development project, an energy saving idea, a business development prospect, an educational tool, etc.

The initial interview is a two-way street. Besides presenting your idea, you will be making a judgment as to whether or not it is worthwhile to submit a full application. The following are some of the things you need to find out:

1. Application submission deadlines.

2. Preferred format for presentation, e.g. length, particular information or documentation required, etc. Some foundations and agencies will have standard application forms; many will not. Most will have preferences for what is needed, however.

3. Available money--even if your project fits exactly the agency/foundation goals, it can't be funded if no money is available.

4. Restrictions on funds--some programs will have varying kinds of restrictions: you need to know those to determine how they might affect your program.

5. General ranges of funding--ofttimes, agencies have minimum and maximum amounts of funding. Your proposal needs to fit within those limits--which may mean you end up asking a particular agency for only partial funding, or that you may increase or decrease the scope of your formal proposal.

6. Possibility of other funding--even if your first target doesn't have funds, or doesn't buy your proposal, frequently he or she will have ideas on other possible sources of funding. Funders have contacts among both private foundations and government agencies, and they may offer insights into where else to go. Don't hesitate to ask.

In general, it is important to recognize that this initial discussion with a funding agency may be crucial to your future success. If you fail to get across clearly what you are proposing and how it relates to needs of the funding source, you might not get a chance to develop it fully in

a full-scale proposal. On the other hand, if you fail to accurately pick up answers to important questions, you may misdirect your proposal, omit key information, miss key deadlines, etc.

For further information on this stage of the grants process, the following are useful:

Foundation Fundraising

A brief (eight-page) newsletter which contains short, but practical, straightforward hints on approaching foundation people. Single copy free. Prepared November 1976.

Available from: Lutheran Resources Commission-Washington
Dupont Circle Building, Suite 823
1346 Connecticut Avenue, N.W.
Washington, DC 20036
Phone: (202) 872-0110

(Ask for Series SR #012724)

The Grants Planner:
A Systems Approach to Grantsmanship

Conrad's notebook contains specific worksheets which list recommended questions to ask in initial interviews. He even offers specific recommendations for telephone interviews and for personal interviews. $37.50. Prepared October 1976.

Available from: The Institute for Fund Raising
717 Castro Street
San Francisco, CA 94114
Phone: (415) 826-3200

Proposal Writing: Preparing the Formal Application

The admonition underlying this handbook is that formal grant proposals should be tailor made, directed only to those funding sources which seem to offer a high probability of granting the requested money.

Only after high probability funding sources have been identified do we move on to formal applications.

Application formats vary: Government agencies in particular have specific forms which must be completed. Many agencies provide instruction sheets on how to answer the questions. In the case of the Community Development Block Grant program mentioned in the previous section, for example, HUD even conducts workshops for applicants invited to submit the final proposal, and explains exactly how to fill out the forms, what information to include, where to find the information, etc.

Most private foundations do not have application forms. For those applications you will need to create your own format. But regardless of whether you fill out standard forms or write the entire application yourself, it is important that the final application accurately and fully explain your project, that it meet priorities and goals set by the funding source, that it meet funding deadlines, that it be well documented, etc.

The actual contents of the proposal will be covered in the next section of the handbook.

Agency Followup: Beyond Thumb-Twiddling

When possible, proposals should be delivered in person--it provides another opportunity for direct contact with the funding source.

Unfortunately, for those of us in rural areas, that is usually difficult or impossible, and we have to rely on the mail. Mailed proposals

should be sent certified mail with a return receipt requested. Since those "return receipts" don't always return, you might also include a self-addressed, stamped post card. Then, you should call the funding source in a week or so to see if the proposal arrived, and if it included all the required information.

Also, if you didn't find out the agency review process prior to submission, you should check again to understand the timetable for application review, who will be involved in the review, and when you can expect notice of acceptance or rejection.

Once your proposal has been delivered, you've given your sighs of relief, and you have recovered from the last minute rush to meet the deadline, all you have to do is wait for the check--or in those rare cases, the rejection letter--to arrive. Or, you can begin recasting your proposal for submission to another potential funder.

In the happy event you are funded, notice of the award should be a signal to begin developing a working relationship with the funder. Your successful proposal can be more than the source of project funds; it is an entree into a network which might offer both an improved project and access to future funding.

At a minimum, you should write to the funder, acknowledge the award, inform him of events that have taken place since the application was submitted, and arrange to meet with him. Funders frequently have a wealth of ideas and contacts--they might be able to suggest slight variations on your proposal which could improve your project, and/or other people who might offer additional insights. And, in terms of your long-range fundability, tying them personally into the project may increase your possibilities for future funding with the same agency.

Once your project is underway, you need to keep your funding source informed of project progress. In many cases definite reporting requirements must be met; if not, it is still good to provide periodical reports on what you have been doing, how money has been spent, etc.

Most importantly, of course, is carrying out a good program. The best argument for your worth as a potential funds recipient will be the demonstration that the money given was well spent.

Many proposals will be rejected. But they may be turned down for different reasons. The rejection can be an excellent learning experience--as well as a step toward eventual funding.

An extremely useful practice is to meet with agency officials, if possible, to find out why your proposal was not funded. It may be that your objectives were not as clear as you had thought; or that the agency had no money; or that the proposal did not meet the funding agency's priorities (though that shouldn't have been the case if you have done your homework well); or that others submitted more innovative, better documented proposals.

A post-rejection interview can do several things. It can help you identify problems with your proposal (and/or your project) which might make it more possible to fund elsewhere. It can increase your personal relationship with the potential funder which might increase the chances for funding from that source at a future time. You may find, for instance, that though that particular project was not fundable, a similar one might have been--or could be next year.

A general rule of thumb in grants seeking is that the most likely source for funding is from previous funders who know you and trust your capabilities. The second most likely source is agencies who at least know

you and know of your efforts. The most difficult sources are those who don't know you at all. At least in the case of a rejected proposal, you can move your relationship from the third to the second category.

Local Followup: Moving from Proposal to Project

Just as your grants effort involved initial research both on your local situation and on possible funding agencies, your post-application followup can fruitfully involve both the funder and the local community.

Perhaps one of the best recommendations for future funding is completion of successful, innovative projects in the past. Much of that success will depend on the work that is done at home to carry out that project.

With many proposals, a considerable time lag occurs between the time the proposal is submitted and finally funded. By carrying out as much preliminary work as possible before the money is awarded, you can move forward quickly rather than wait to gear up after the money is awarded. This can greatly increase the immediate impact of the project--not only does the advance work increase project effectiveness, it can be a major component in continued funding.

As an example, one grants program, the National Catholic Conference of Bishops' Campaign for Human Development sets a January 31 deadline for submission of grant applications for its national awards. It announces awarding of grants in July, but doesn't usually fund before September. Thus, at best, a successful applicant may have four months of funded operation time before a second-year application is due. To wait until the money arrives to organize the project would severely hinder your chances of showing demonstrable effort by the second-year application deadline.

THE PROPOSAL'S CONTENT:
PRESENTATION AND SUPPORT OF YOUR IDEA

Once you've reached the stage of sitting down to write a formal proposal, you will have done most of the major work. The most time-consuming job has been carrying out the research, clarifying your ideas, and bringing into focus your goals, and the plan by which you hope to accomplish them.

If your potential funding source has a specific application form, your major task now is simply to put on paper the specific answers to the questions. If not, or if the application does not help you set forth the essence of your project, your major task really lies in expanding and documenting in more detail your pre-application.

In general, you want to be concerned that you express yourself clearly, that your grammar is sharp and concise, that the words you choose show accurately what you are trying to present, that you give enough detail to make your point well understood, but not so much that it becomes verbose.

A proposal is not a novel or a poem; it is a straightforward presentation of your idea that allows a potential funder to grasp quickly what you are after and why. It avoids erudite presentation of basic ideas. Foundation people and government employees spend countless hours yearly reading proposals--they are experts at seeing through the verbiage and picking out exactly what you're after. You'll make a better impression by avoiding obfuscation.

A good practice is to have a friend or colleague criticize your finished proposal--someone who wasn't involved in its preparation. Fuzzy or unclear points can be reworded before the proposal is sent.

The actual content of each proposal will vary, of course, depending upon your project and the funding source to which it is directed. In

general, however, the following will probably be the major components of your proposal:

1. An Introduction

The introduction is your entry into the proposal. In general, it should include: (1) a brief description of your organization--who you are, what kinds of things you have done and are doing, the kinds of goals you have; and (2) a brief sketch of what the organization plans to do about a particular problem. The introduction relates your organization effort to the proposed plan.

2. Statement of Problem and/or Need

You are writing a proposal because there is some problem or need to be solved or fulfilled. Here's where you explain that need, citing relevant facts and figures to support it, and presenting it in enough detail to establish fully that it is in fact a problem. As a general rule, extensive statistics about the problem are not necessary. A basic presentation here is important, and further documentation can be provided in the appendix if you feel it is necessary.

Throughout, be as specific as possible. Avoid such generalities as: "Large numbers of high school aged youth have been suspended from school in recent years." It is more informative to say, "Nineteen Spanish-surnamed teenagers have been placed on probation for school-related offenses in the past two years, compared to one Anglo student in the same school, or compared to an average of 1-2 students during the same period in the other 18 schools in this region."

In many cases, your arguments can be buttressed by sharp individual examples which cast the problem in a human light: "One 15-year-old boy

only last month surrendered himself to authorities and was placed in a home for alcoholics, where he now shares a room with a 45-year-old drunk. He was arrested after spending two months underground, living with friends, and traveling only by night. His original offense: excessive truancy."

3. Objectives or Purpose

What exactly are you trying to accomplish? You need a clear, unequivocal statement that tells exactly what you will do.

Some proposal writers prefer to distinguish between goals--general, broad scope ends; and objectives--short range, limited aims which would lead to accomplishment of a particular goal.

Your goals will deal with the major outcomes or products you expect your project to produce. Any given project will probably have several goals. For example, one goal might be: "This project will develop an educational alternative to the local high school which will enroll at least 50 high school drop-outs a year." Other goals might relate to challenging the school to deal with its own drop-out problem; counseling the students; educating parents; etc.

Note that this goal includes a target group (high school drop-outs), a standard by which we can measure success (50 enrollees a year), an activity we expect them to perform (enrollment). It does not, however, define "educational alternative." We have left that to be spelled out in the objectives.

Your objectives flesh in the activities and specific milestones by which you will judge progress toward your goal. You will have many more objectives than goals, naturally, and your proposal should not be encumbered by too much of the nitty gritty, though success of your project can

be greatly enhanced if you have clearly thought through your objectives, subobjectives, sub-subobjectives, etc.

Two sample objectives will suffice to show how you might draw in major components of your project: (1) "At least seven high school drop-outs will learn dramatic expression during the first year. They will show their knowledge by performing in at least three theaters in public"; and (2) "At least five high school drop-outs will learn the basic techniques of developing, enlarging, and printing black and white film. By the end of three months, they will develop and print, without assistance, pictures which meet the following standards: . . . etc."

Even though these objectives beg for companions and subobjectives in order to be complete, they deal with a specific target group, a measurable outcome, and an activity to be mastered. Your objectives should too!

4. Method or Activities

In order to achieve the objectives and goals laid out in the proposal, one needs to specify what activities will be undertaken. If you have done your work on objectives well, you are halfway there.

There are two important distinctions between goals and objectives on one hand, and methods and activities on the other. The first is that goals and objectives are "target group" oriented, whereas methods and activities are "grantee" oriented. That is, you first define the outcomes expected to be manifested in your target group (goals and objectives), and then you define what you, as grantee, will do to achieve those outcomes (methods or activities).

The other distinction is the means-ends dichotomy: your goals and objectives are the ends you seek; methods and activities are the means by which you arrive there.

To carry our example further, our grant seeker might ask herself, "What means would I, the grantee, use to help my students, the target group, learn dramatic expression?" To answer: "I will probably have to hire or contract with someone who knows how to teach theater; I may want to invite a well-known theater group to perform in our town as an incentive to get students to join the group; I may want to take them on three or four field trips; I will have to find a place for them to practice and perform; I may want to hire someone who can help them put their own feelings and experiences into a theater; I will definitely have to arrange for the invitations for them to perform and audiences to entertain; I will have to help make arrangements for costumes and props, etc."

Your budget form will help you think of many details you will have to attend to: personnel--how many and what kinds of people will you hire; office expenses--what kinds of support equipment and supplies will you buy or rent to carry out your project; travel expenses--what local and out-of-area events will be part of your program; occupancy expenses--does the project require special physical arrangements, such as building a dark room; program expenses--what particular materials, books, training, workshops, and equipment essential to your project will you have to arrange for.

Don't include your daily work plan for a year; do touch on each of the major activities essential to your project.

In summary, you need to demonstrate that those planned activities will in fact bring about achievement of the objectives cited, that you are capable of doing them, and that they will make the changes desired.

5. Evaluation

How do you know if in fact you have achieved what it is you set out to achieve? The evaluation section of your proposal will describe how you will gather information on your work, and how you will determine if in fact you are accomplishing what you mean to accomplish.

What kind of experience does your organization, or do key staff members, have in evaluation? What kinds of techniques will be used? How will you know when you have reached what you are after? How often will you evaluate your work?

You must be able to show good integration between your evaluation component and the rest of your project to give potential grantors assurance that the evaluation will influence the direction of your project.

Careful development of goals and objectives will give you some built-in yardsticks for evaluation.

6. Continuity

How does the project fit into past and ongoing activities in the community, and with the funding agency? How will the project continue once the proposed funding has ended?

Increasingly, foundations see themselves as providing support that will help establish programs which will continue. It is important to consider the long-range direction of the organization and what will happen once the funding is completed.

But additionally, it makes sense to tie the activities to a historical flow that shows the project growing out of some previous effort, continuing with community support through the present, and on its own into the future. That, of course, is a practical consideration in terms of possibilities for success of the project. You have a much greater chance of success

if you build upon a historical and broad-based concern or effort, than if you build on a single person's sudden brilliant idea that has no reference to the historical context of community effort.

Bear in mind that success depends heavily upon many people. What kinds of commitment and capabilities has your community shown historically?

7. Budget

Finally, you need to spell out not only the total amount of money needed for the project, but a line-by-line projection of possible expenditures telling exactly where the money will go. Generally, you will have to consider the following types of expenses:

A. Personnel costs--salaries for staff members, including such costs as Social Security taxes, unemployment compensation, and other fringe benefits that might normally be paid, such as health insurance.

B. Office expenses--your needs may include consumables such as paper, envelopes, etc.; equipment to be purchased or rented; maintenance and repair of equipment; reproduction and printing costs; postage and freight charges; and telephone expenses. If you maintain an office of some kind, you will have to consider support expenses for that office.

C. Travel expenses--staff and board travel, and perhaps travel for consultants. Don't forget local as well as out-of-town expenses, including lodging and meals. Find out if your organization requires travel insurance.

E. Program expenses--particular materials costs, training, workshop expenses, books, etc.

F. Any outside services needed--consultants or contractors. Generally, you will need to contract with someone to audit your financial records at

the end of the program. You might also need special services, legal advice, or other types of consultant help.

G. Any other expenses that you can anticipate.

Think through the anticipated costs of running the program based on a realistic assessment of what you intend to do and how you intend to do it. You don't need to inflate your budget and hope to bargain down. On the other hand, you don't want to underestimate the costs in an effort to appear frugal, and either convince the potential funder you don't understand what you're doing, or end up with less money than you need to operate a successful program.

Don't ask for more than you need; ask for the amount necessary to do a good job. But be sure you include everything.

Are there indirect or hidden costs that are necessary to the project that should be noted as in-kind contributions? Frequently, local organizations will provide tremendous amounts of volunteer time and talent, perhaps space, equipment, consultant help--all of which are necessary for the project, and which should be counted as project expenses. Add those into the budget, clearly label them as your in-kind contributions, and in this way present a clear assessment of what the project entails--as well as demonstrate community commitment: it is providing what it can to make the project a success.

Generally, in addition to a specific budget presentation, you should add a budget narrative, which explains exactly what each of the items is intended for. The budget simply lists items and expenses; the narrative explains them. For example, our grant writer may list an art director for $12,000, or renovations to the tune of $1,000. What does this mean?

The narrative might spell out the art director's activities to include instruction in dramatic expression and photography, and might call for the remodeling of a bathroom into a dark room.

Be sure to explain in detail any costs that seem unusual, or are exceptional because of the nature of the program. Point out, for instance, that telephone costs will be high because you are in a rural area and much of the telephone contact has to be done by long distance, or that because you live in a rural area, travel costs are high.

In addition to the specific components of the proposal listed above, you need to add the following:

8. A Summary or Abstract of the Proposal--a succinct, one-page description of the project, preferably written after you have finished the proposal. This will be attached to the front of the proposal.

9. A short--one page at the most--Letter to the Funding Agency, which indicates that the proposal is attached, that it is asking a certain amount of money for specific projects, and a brief statement of why you feel the money is needed.

In the case of lengthy proposals, the summary and the introductory letter will provide the first formal written introduction to the proposal. They should be interesting, short and to the point, offering enough reason for the potential funder to spend his time reading your proposal.

10. Your proposal should be covered by a Title Page which gives the title of the project, the sponsoring agency, its address, telephone number, person to whom correspondence should be directed, the name and address of

funder to whom the proposal is submitted, and the date. The title page makes it clear in a glance what the document is.

11. Finally, an Appendix should include whatever supporting evidence seems to be important--additional statistical information, a copy of your IRS letter of exemption, articles of incorporation, brief staff resumes, organizational chart, relevant publicity, letters of support, etc.--those things which buttress your basic proposal and provide necessary information which cannot be worked neatly into the basic proposal.

In addition to the basic proposal areas outlined above, the following subject matter should be worked into the document at appropriate places:

1. Target group--who will benefit from your project, and in what ways. (This might be addressed in the introduction, the needs, the goals, or activities, but it must be made clear somewhere in the proposal.)

2. Competence of the proposed grantee--what documentation can you provide that indicates you can carry out the project as proposed? Documentation might include examples of past successes, staff resumes; evidence of certificates, awards, public recognition; evidence your organization is viable and competent, such as letters of support; evidence of important activities; evidence of clear-cut organizational goals and plans for the future; etc.

3. Feasibility of the project--can this project be done given the nature of the problem cited, the kinds of activities proposed, the time-span suggested, the budget, staffing, etc.? Is there evidence that this type of approach has worked in other localities? Is there theoretical support for this type of approach, if it hasn't been tried before?

4. Accountability--Is there evidence that the project will be responsible for using the funds wisely and in a timely manner? Is there a mechanism for reporting regularly on project progress and expenses to the local board or sponsor, and to the funding agency? Also, is there some assurance that the staff is responsible to the sponsoring board or agency in terms of overall policy setting, monitoring of the project and ongoing activities?

5. Spin-off--Are there expected byproducts for the local community? For other communities? Are there lessons to be learned which can be applicable in other communities? Is there possible involvement of new groups in the community, skills learned which can be passed on to others or can be used as an entree to other jobs, or whatever. Generally, funders like to see expansion, new involvement, spin-off from their dollars. If this can legitimately be expected as an outcome of the project, be sure to spell it out.

In summary, the formal proposal is simply a way of showing on paper what you wish to accomplish, how you are going to go about it, the resources and activities you need, and how much it will cost. Make sure it is complete, but concise; that it is easily understandable; and that it accurately and straightforwardly spells out what you want to do and what you seek from the funder. If you are not used to writing, it may seem like a tremendously difficult task. One way of easing that burden is to approach it not as a giant undertaking, but as a series of short exercises that can be done piece by piece. By working at it bit by bit, assembling each of the pieces, then smoothing out the transitions between them, the process can seem much more manageable.

A number of sources of assistance are available. In particular, the following might be of help:

The Grants Planner:
A Systems Approach to Grantsmanship

Conrad's notebook includes a good discussion of the actual grant proposal, including a 30-page section which is a detailed worksheet on specific contents of a proposal, and a bibliography of resources. October 1976. $37.50.

Available from: The Institute for Fund Raising
717 Castro Street
San Francisco, CA 94114
Phone: (415) 826-3200

A Guide to Fundraising & Proposal Writing

A short manual aimed at community groups which includes a 17-page primer on proposal writing. Useful because it reprints a sample proposal alongside the discussion of elements of a good proposal. Short and easy reading. Prepared by Joan Kennedy, Earl Anthes, Jerry Cronin and Carolyn Strong, 1975. $2.00.

Available from: Independent Community Consultants, Inc.
Box 141
Hampton, AR 71744
Phone: (501) 798-4510

OR

Design & Planning Assistance Center
120 Yale, S.E.
Albuquerque, NM 87106
Phone: (505) 277-3647 or -3806

Developing a Proposal

A three-page summary of the information needed and general outline of a good proposal. Brief and to the point. No date. Single copy free.

Available from: Lutheran Resources Commission--Washington
1346 Connecticut Avenue, N.W.
Washington, DC 20036
Phone: (202) 872-0110

Guidelines for Preparing a CHD Proposal

A 13-page guide geared specifically to applicants seeking money from the Campaign for Human Development. Useful both as an example of the information and format preferred by one foundation, and for general ideas on proposal contents. No date. Single copy free.

Available from: The Campaign for Human Development
Allocations Component
1312 Massachusetts Ave., N.W.
Washington, DC 20005
Phone: (202) 659-6650

Preparing Instructional Objectives

Newly revised version of an easily understandable manual on clarifying the goals and objectives of a proposed program or activity. Prepared by Robert F. Mager. $3.95.

Available from: Fearon Publications, Inc.
6 Davis Drive
Belmont, CA 94002

Developing Skills in Proposal Writing

An excellent manual which explains how to convey the basic ideas to funding sources that sells the proposal and communicates its basic ideas. Prepared by Mary Hall, 1973. $10.00.

Available from: Continuing Education Publications
Waldo 100
Corvallis, OR 97331

THE PROPOSAL'S TARGET: DATA ON FUNDING SOURCES

This handbook began with a discussion of the importance of wedding the needs of your local project with the goals of possible funding agencies. It has emphasized the importance of preparing a tailor-made proposal that considers the funding source and local community as equal partners in the grant research and writing process.

A number of resources exist for the initial screening of potential funding sources. As was emphasized in the earlier discussion on funding source research, it is necessary to follow up on printed matter, however, because of the changing nature of programs and priorities.

The following is not a comprehensive list of sources. Some of the recommended materials contain extensive bibliographies, however, and this list is presented as a start to developing your own network of resources.

Included are three types of resources: (1) basic books, bibliographies, and compilations; (2) important periodicals which are sources of continuing information on grants and grant programs; and (3) several organizations which provide continuing services, publications, and/or information.

There exist a number of private organizations which provide highly detailed information, and/or special searches for materials--but these are expensive. They have been excluded from this handbook under the assumption that the main target is local-level rural people without large amounts of extra money to invest in building a grants library. As will be noted from the bibliography, even some of those included here are rather expensive. Unfortunately, the grantsmanship information does not come cheap.

Through judicious use of local libraries and limited funds, it is hoped that you can at least become familiar with these and other informational sources included in the enclosed bibliography:

Foundation and Grants Sources

The Grants Planner: A Systems Approach to Grantsmanship

A looseleaf cookbook on grants research, proposal writing and funding sources. It presents a usable framework for grantsmanship, as well as specific, down to earth suggestions for obtaining grants. Important features include a number of detailed, useful worksheets helpful in analyzing prospects and preparing proposals; sources on government, private foundations, AND corporations, including sample entries and explanations from major sources; and a 25-page bibliography which includes books, periodicals, and informational services. Prepared by Dan Conrad and used in conjunction with grants workshops. October 1976. 273 pages. $37.50.

Available from: The Institute for Fund Raising
717 Castro Street
San Francisco, CA 94114
Phone: (415) 826-3200

Resources for Grant Writers

A mimeographed, and periodically updated bibliography of grant sources. Especially useful because the sources are annotated. Includes government, private foundations, periodicals, commercial data collection companies. Single copy free. 26 pages.

Available from: California State Department of Health
Special Projects Unit
744 "P" Street, Room 900
Sacramento, CA 95814
Phone: (916) 322-2846

Foundation Directory, Edition 5

Lists over 2500 foundations with assets of at least $1 million or which gave away $500,000 or more in grants. Includes names and addresses, foundation activities, financial data, officers. Supplements produced twice yearly to update information. 1975. $30.00.

Available from: Columbia University Press
136 S. Broadway
Irvington, NY 10533

Foundation Grants Index 1975

Lists over 10,000 grants of over $5,000, and is cross-referenced by recipient, subject, and foundation. Good volume to identify foundation giving patterns. Also includes grants from foundations not large enough to be included in The Foundation Directory. Updated regularly in Foundation News. $15.00.

Available from: Columbia University Press
136 S. Broadway
Irvington, NY 10533

Annual Register of Grant Support

An extensive compilation of over 2,500 sources of grants, fellowships, scholarships, awards, and prizes. Includes detailed information on grants, sponsoring agents, eligibility for awards, etc. $47.50.

Available from: Marquis Academic Media
200 East Ohio Street
Chicago, IL 61611

State Directories of Foundations Bibliography

Gives information on where to obtain directories of foundations in those states which publish them. These directories provide information on smaller, local foundations not always available in the national compilations. Northeast directories available for Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island Maryland, Pennsylvania. Single copy of bibliography free.

Available from: The Foundation Center
888 Seventh Avenue
New York, NY 10019

Catalog of Federal Domestic Assistance

Contains detailed summaries of programs operated by the maze of federal departments, independent agencies, commissions and councils. Lists federal regional offices and departments. It is well indexed and easy to use. The "Bible" of federal programs. Updated annually. $17.00.

Available from: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

HELP: A Directory of Services for Nonprofit Organizations

A handsome and useful compilation aimed at organizations in the San Francisco Bay area. Though many of the references will be of greatest benefit to that particular area, it offers good, concise annotations of major funding literature and ideas for similar resources to look for in other areas of the country. Of particular value are resources not directly related to fundraising but which are useful to non-profits, e.g., accounting, management, consulting, media, community organizing, etc. 112 pages. $3.50. Joanne Schnautz, Editor and Project Director. 1976.

Available from: The Youth Project
149 Ninth Street
San Francisco, CA 94103

Stalking the Large Green Grant

Youth projects oriented fund raising manual. Emphasis is on federal programs. Includes bibliographies, short discussions of fund-raising activities by successful programs. Extensive appendices list numerous grant awards and project descriptions for a number of government agencies and some private foundations. Prepared 1976 by Ingrid Utech. $3.00.

Available from: National Youth Alternatives Project
1346 Connecticut Ave., N.W.
Washington, DC 20036

Network of Change-Oriented Foundations, 1977

Barebones descriptions of 50 foundations which have staff or board members who participate in "The Network of Change-Oriented Foundations," a group committed to increasing support for social change programs. Limited detail on foundation activities, but a definite listing of possibilities in general change area. Single copy free.

Available from: Playboy Foundation
919 North Michigan Avenue
Chicago, IL 60611

LRC-W Newsbriefs

A 30-page monthly bulletin filled with upcoming grant deadlines, news tidbits relating to funding and program development, relevant books, pamphlets, new periodicals. Contains a wealth of information. Arranged by subject matter for easy scanning. $50.00/yearly.

Available from: Lutheran Resources Commission--
Washington
Dupont Circle Building, Suite 823
1346 Connecticut Avenue, N.W.
Washington, DC 20036
Phone: (202) 872-0110

ARIS Funding Messenger

Monthly newsletter with information on impending grant deadlines, funding source possibilities, etc. Well organized and packed with information. This is really two publications: one with information on medical areas ($56/year plus $8 postage); and one on social services, creative arts, and humanities ($42/year plus $6 postage).

Available from: Pacific Medical Center
2330 Clay Street, Suite 205
San Francisco, CA 94115

Grantsmanship Center News

Contains information on foundation funding, notices of new grants, articles on grantsmanship. Excellent resource. Now published six times yearly. $15.00/yearly.

Available from: The Grantsmanship Center
1015 West Olympic Blvd.
Los Angeles, CA 90015
Phone: (213) 485-9094

Foundation News

Continuing information on foundation activities. An important component is the continuing foundation index published in each issue, which contains recent grants of $5,000 or more, including recipient and grant description. $20.00/yearly.

Available from: Foundation News
Box 783, Old Chelsea Station
New York, NY 10011

Commerce Business Daily

It is sometimes possible to find monies through contract as well as grant. This gives a daily listing of federal government announcements for bids on contracts. Time limits are usually short, but this is a good continuing sourcebook. $105/yearly, first class mail; $80, second class.

Available from: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Federal Register

Daily listing of new rules and regulations for federal programs, guidelines for new programs, application deadlines, etc. This is the government's official publication for program guidelines. $50/yearly.

Available from: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Organizations with Grants Information and Services

Lutheran Resources Commission--Washington

A grants consultation agency which researches grants possibilities; and provides proposal assistance, help in grant application, and follow-through with prospective donors. Publishes grant aid materials, including the monthly Newsbriefs.

For further information: Lutheran Resources
Commission--Washington
Dupont Circle Building
Suite 823
1346 Connecticut Ave., N.W.
Washington, DC 20036
Phone: (202) 872-0110

The Grantsmanship Center, Inc.

A nonprofit organization which offers grantsmanship training programs at various times throughout the country. Also publishes such things as the Grantsmanship Center News ($15/year), and reprints designed to assist fundraisers. Particularly useful are Basic Grantsmanship Library ($.75) and Program Planning and Proposal Writing ($.75). Write for complete price list.

For further information: The Grantsmanship Center,
Inc.
1015 West Olympic Blvd.
Los Angeles, CA 90015
Phone: (213) 485-9094

The Foundation Center

The major center for information on foundations and their grant-making activities. It maintains national collections of materials on all foundations at offices in New York City, Washington, D.C. and Chicago, and regional collections at 51 sites throughout the U.S. Provides research services and publishes some of the major guides about foundations in the country. A list of regional sites follows. Catalog of publications and brochure available free.

For further information: The Foundation Center
888 Seventh Avenue
New York, NY 10010
Phone: (212) 489-8610

The Foundation Center NATIONAL Collections:

The Foundation Center
1001 Connecticut Ave., N.W.
Washington, DC 20036

The Foundation Center REGIONAL Collections:

CONNECTICUT:	Hartford Public Library Reference Department 500 Main Street Hartford 06103	*Connecticut* *Massachusetts* *Rhode Island*
MAINE:	University of Maine at Portland-Gorham Center for Research and Advanced Study 246 Deering Avenue Portland 04102	*Maine*
MARYLAND:	Enoch Pratt Free Library Social Science and History Department 400 Cathedral Street Baltimore 21201	*Maryland*
MASSACHUSETTS:	Associated Foundation of Greater Boston One Boston Place, Suite 948 Boston 02148	*Connecticut* *Massachusetts*
	Boston Public Library Copley Square Boston 02117	*Connecticut, Maine,* *Massachusetts, N. Hampshire* *Rhode Island, Vermont*

NEW HAMPSHIRE:	The New Hampshire Charitable Fund One South Street Concord 03301	*New Hampshire*
NEW JERSEY:	New Jersey State Library Reference Section 185 West State Street Trenton 08625	*New Jersey*
NEW YORK:	New York State Library State Education Department Education Building Albany 12224	*New York*
	Buffalo and Erie County Public Library Lafayette Square Buffalo 14203	*New York*
	Levittown Public Library Reference Department One Bluegrass Lane Levittown 11756	*New York*
	Rochester Public Library Business and Social Sciences Division 115 South Avenue Rochester 14604	*New York*
PENNSYLVANIA:	The Free Library of Philadelphia Logan Square Philadelphia 19103	*Delaware, New Jersey, Pennsylvania*
	Hillman Library University of Pittsburgh Pittsburgh 15213	*Pennsylvania*
RHODE ISLAND:	Providence Public Library Reference Department 150 Empire Street Providence 02903	*Rhode Island*
VERMONT:	State of Vermont Department of Libraries Reference Services Unit 111 State Street Montpelier 05602	*New Hampshire, Vermont*
WEST VIRGINIA:	Kanawha County Public Library 123 Capitol Street Charleston 25301	*West Virginia*

The Institute for Fund-Raising

Provides a range of grants services, including consulting, seminars, publications, etc. Services only nonprofit and government organizations.

For further information: Dan Conrad, President
The Institute for Fund-Raising
717 Castro Street
San Francisco, CA 94114
Phone: (415) 826-3200

National Center for Voluntary Action (NCVA)

National organization with affiliated Voluntary Action Centers throughout U.S., providing education and training on volunteerism, staff-board relations, fund development, others. Maintains a clearinghouse on volunteer administration and programming, and extensive library.

For further information: N.C.V.A.
1214 16th Street, N.W.
Washington, DC 20036
Phone: (202) 467-5560

National Information Center on Volunteers (NICV)

Organization providing training and workshops, information on volunteerism, and assistance in evaluation and need assessment of volunteer programs. Publishes a catalog, "Volunteerism, A Basic Bookshelf," which includes annotated bibliography and order forms, and information on both NICV and NCVA. Catalog for spring/summer, 1977, free.

For further information: N.I.C.V.
P.O. Box 4179
Boulder, CO 80306
Phone: (303) 447-0492

POST-PROPOSAL EFFORTS: NOW THE WORK BEGINS

Congratulations. You have finished a well-written proposal, grounded in good research, sent to the right agency or foundation, and postmarked before the deadline. You have followed up appropriately to make sure your proposal was received.

And then you waited . . . for what seemed an eternity. You waited so long that eventually your mind turned to other things and you forgot you were waiting. But eventually you heard the good news: you were funded! It may have been for less than the full amount--or rarely, more--but you were funded.

Now what? Now begins the real work of implementing the ideas you dreamed about for so long. Now you must breathe life into those activities and methods you devised; you must strive toward the goals, spend the money, evaluate progress, and above all cope with the unexpected obstacles that didn't figure into your careful planning.

Good luck. A good job here will provide you with a positive recommendation for your next proposal, when the whole process starts all over.

Now that you have your money, take a look at the third handbook in this series, "How to Finance and Administer Rural Development Programs."

APPENDIX I

How Much Money Is Out There?

Recently, some $50 billion has been allocated annually. Roughly $30 billion has come from government sources, $15.5 billion from living donors, $2 billion from foundations, $1.5 billion from bequests and $1 billion from corporations. Information on where this money is located is described in Handbook No. 1 of this series. The point to be made here is that more than 500 million proposals are presented annually for this money. A clear proposal can help one stand above the crowd.

APPENDIX II

When Should You Use a Consultant?

A consultant can help or hurt a community in its search for resources. Consultants can be very helpful in designing the proposal in a way that can make the critical difference with the granting source. Alternatively, a consultant who does a poor job can burn a community and make it distrustful of the whole grantsmanship process. Since most rural communities can't afford a consultant on a full-time basis, they often have trouble knowing when to use one and how to select him.

For these reasons we recommend that you order:

"Selecting Consultants for Community Development"

This 10-page publication discusses criteria local leaders use in selecting professional consultants. It presents the tasks and responsibilities of local officials seeking consultants, suggests a guide for interviewing applicants, gives criteria for evaluating applicants, and offers a guide to local actions during the period the consultant is retained. In addition, it has an appendix with checklists and evaluation sheets designed to assist in selecting the right consultant for the job. Prepared by William V. Neely. Extension Service, USDA, Program Aid No. 1078, $0.25. #D100-03199.

Source for ordering: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

ITEM	WEIGHT									
	1	2	3	4	5	6	7	8	9	10
CONSULTANT'S INTEREST IN THE LOCAL PROBLEM.										
Does he have required material and information?										
Does he live in the local area?										
How much does he want the job?										
EVALUATION OF THE PRESENTATION.										
Knowledge of your requirements.										
Proposed solution seems reasonable.										
Clarity of presentation.										
Was emphasis on services to be rendered?										
Impressions as to interviewee's knowledge and capabilities.										
Apparent professional capability of handling the problem.										
FINANCIAL STABILITY.										
EXPERIENCE.										
Similar jobs completed.										
Does the firm have specialists in your type of work?										
Are the sub-contractors they normally retain capable in your type of work?										
Consultant should express a willingness to innovate to lower your project cost.										
Educational background and continuing education of consultant firm members.										
PROFESSIONAL STANDING AND REPUTATION.										
Reference responses.										
Reputation within the industry.										
Technical reputation.										

One of the most useful parts of this publication is its "Rating Form of Items to be Evaluated During the Interview." This is reproduced below.

APPENDIX III

What Makes A Good Proposal?

The following statement comes from an F. Lee and Barbara I. Jacquette's brief, but extremely helpful, pamphlet entitled "What Makes A Good Proposal?" They are with The Foundation Center, 888 7th Ave., New York, New York, 10019. This Center provides information on philanthropic foundations, and you might contact them for further information on what they do. This is an example of the kinds of articles you are likely to find in Foundation News, an information source we refer you to on p. 43.

Foundations like to fund good people who have prepared good plans for pursuing good ideas. That's what professional philanthropy is all about. But this general guidance doesn't provide much operational assistance for those writing proposals to present to foundations, or to foundation staffs screening the morning mail. It is hoped that the following comments and checklist will be helpful.

First, some advice for proposal writers. Keep the written proposal short and clear. State at the outset what is to be accomplished, who expects to accomplish it, how much it will cost, and how long it will take. Avoid broad, sweeping generalizations (such as those scattered through this article). Test the proposition on others before submitting it. Be prepared to rethink and to rewrite. Learn about the foundations to which the request will go: be sure they are in fact operating in the area covered by the proposal.

the proposal

A good proposal will have most of the features and treat many of the questions listed below. *Starred* items are often more conveniently handled as appendices.*

clear summary of what is to be accomplished:

-minimum of professional jargon;

-major features of the proposed plan set forth clearly and logically;

-objective assessment of the importance of the problem addressed.

defense of why this plan is needed:

-Why aren't others now meeting need?

-Can they?

-Will they? would they if funds were available?

-if a new organization is proposed, is it required? are you sure?

-if others are performing a similar function, or parts of the proposed function, how does the proposed function differ and why is the difference important? (Here it may be sensible to include a short state-of-the-art synopsis of related work done by others in the field addressed by the proposal.)

-is the time right for the proposed endeavor?

description of the people to be involved:

-brief explanations of positions and corresponding duties;

-biography or curriculum vitae for each key individual proposed;*

-defense of the qualifications of the people in view of the job to be done.

realistic financing scheme:

-annual budgets including projected income (if any) by source; projected expenditures accumulated in logical categories, usually natural expense object classifications: salaries, benefits, rent, travel, telephone, supplies, equipment, etc.;*

-limited time horizon for foundation support (many foundations prefer two- or three-year projects and set an outside limit, e.g., five years);

-program for eventual self-support or support from sources other than the foundation.

appropriate organizational arrangements:

-funds administered by an existing or a new organization, frequently a tax exempt educational or philanthropic "public charity" (not a foundation as defined in the tax law);

-appropriate guidance from a responsible board of trustees, directors or advisers (a list of proposed board members and their duties or responsibilities is often helpful*).

Foundation grants are frequently made only to organizations and to institutions, rather than to individuals. Grants to individuals are permitted by the tax laws, but only under conditions approved by the Internal Revenue Service.

Many foundations do not provide money for construction projects. Some shy away from general support, preferring specific project support. Some foundations have geographical restrictions; most have a particular substantive program focus. Often foundations have specific notions about the size of grants appropriate to them. The moral: know the foundation from which assistance is sought.

And what criteria do foundations use in assessing proposals? They vary, of course, but include many of the following considerations.

competence of persons involved:

-quality of references and of reference sources;

-opinions of members of the foundation's staff;

-opinions of outside proposal reviewers (professional or specialized consultants).

-quality of project staff. (Are they among the best of all possible people to undertake the venture?)

feasibility and realism of the proposal:

-Is the time right for the endeavor?

-Is the action proposed adequate to the problem addressed?

-Is the sponsoring agency or institution clearly enthusiastic about the substance of the proposal?

-Are the proposed facilities and staffing sufficient for the job?

importance and utility of the venture to the community or to the society:

-Is there a demonstrable need for the project?

-Whom will the project benefit and how?

-Is it based on ethical and moral premises?

-Will there be a measurable improvement if the venture is successful? Will harm be done if it fails?

originality and creativity of the proposed venture:

-Is the project already a part of any other existing program?

-Does the project duplicate or overlap other existing or past programs?

-Is it new and innovative? alternatively, does it help conserve beneficial programs that might otherwise atrophy or be lost?

-Could the project be carried out better elsewhere or by other persons?

appropriateness of the project to the foundation's policy and program focus:

-Is the program consonant with the foundation's current program objectives?

-If so, does it address an area that should receive priority in consideration of proposals?

prospects for leverage and pattern-making effects:

-Will the project draw in other financial support (if needed)?

-Will the project produce significant changes in a wide circle?

-Will the results be transferable to other projects and localities?

need for foundation support:

-Are public sources of funds available (Federal, state and local governments)?

-Are other private sources more appropriate (other foundations more active in the field, other private institutions or individuals)?

soundness of the budget:

-Is it adequate for the job to be accomplished, but not so generous as to be wasteful?

-Is it evidence that the project director (or principal support staff) is familiar with the administrative intricacies of conducting the proposed project--and that he has planned carefully for contingencies?

persistence, dedication and commitment of the proposers:

-Have they persevered in efforts to secure needed funds?

-Have they devoted sufficient time to planning and launching the venture?

-Is the project one of their primary interests or a major professional preoccupation?

provision of objective evaluation of results, where feasible:

-Will the project staff maintain adequate records to demonstrate success of the project?

-Where the project lends itself to statistical evaluation, has provision been made for recording and analyzing relevant data?

-Where necessary, has appropriate evaluation advice been sought?

The preceding set of considerations and questions applies primarily to grant requests but is also partly applicable to proposals for program-related (socially productive) investments. These program-related investments--PRI's--are loans, guarantees, stock purchases, and similar devices by which foundations support organizations, often profit-making organizations at that, which further the foundation's program priorities.

Program-related investments are sanctioned by the 1969 Tax Reform Act which provides, in relevant part, that:

> "...investments, the primary purpose of which is to accomplish one or more of the purposes described in section 170(c)(2)(B) and no significant purpose of which is the production of income or the appreciation of property, shall not be considered as investments which jeopardize the carrying out of exempt purposes."

Section 170(c)(2)(B) is the portion of the Internal Revenue Code that broadly describes charitable, educational, etc., purposes, contributions for which are tax deductible.

A program-related investment is not made for ordinary investment purposes but is made to serve some tax-exempt purpose chosen by the foundation. It is analogous to a grant and may be made for any purpose for which a grant might be made. So far, however, only a few foundations are actually committing resources to PRI's. But if you can't qualify for a foundation grant, try selling the notion of a program-related investment. The argument goes something like this:

- First, investments in some cases may be more efficient than grants in improving the social return on a foundation's total resources. This is because investments are expected to return part or all of the principal invested and sometimes even some additional earnings on the funds. Grants just don't ordinarily have this feature!
- Second, program-related investments can be particularly appropriate because foundations have a special mission to innovate, to forge new instruments and to support demonstration projects with high leverage. Program-related investments appear to be effective vehicles for foundations to supply risk capital to underdeveloped sectors of the nation.
- Third, there is a critical need for foundation money in fields such as minority entrepreneurship. Venture capital is still scarce.

Foundations, by and large, try to stay alert to new and better ways of making constructive social contributions; grant-making and program-related investments are two suitable approaches to this goal. But perhaps there are others. Should foundations, for example, channel some of their administrative and operational spending into socially productive endeavors? This might entail the use of a Chicano-controlled printer to prepare the foundation's annual report as a spur to minority entrepreneurship. It might entail a limited special job-apprentice program for unemployed inner-city teenagers.

In any event, foundations are looking for more creative uses for their resources. If you have a project that really merits seed-money foundation support, push your plan--even if it deviates substantially from the general guidelines outlined above. We all have lots to learn.

APPENDIX IV

A Brief Alternative Overview of What a Proposal Is

Definition of a Proposal

A clear, concise, written request for funds based on identified needs, documented by factual information which is presented to a granting agency for consideration to support a specific idea, project or program.

Profile of a Proposal

The following represents a basic outline or "profile" for the development of a proposal. If these elements are initially considered, regardless of the size of the final product, or the requirement of a specific application form, chances are that your proposal will be complete in all respects (The explanation for each element is necessarily brief.)

Title Page	A single page for official recording of your proposal. Include your agency's name, sponsor and sponsor's program, project title duration, amount requested project director (name, phone, signature), institutional contact (phone, signature).
Abstract	A single page. May be the only thing read at the first "cut" of all proposals; a "PR" piece--introductory, who, what, why, where, when, what audience, at what cost, so what? The full narrative proposal reduced to a few words.
Table of Contents	An organized proposal presentation suggests an organized project. List headings and contents of appendix.
Situation Statement	Confirmation of need, with a focus on specific goals; sets the stage for your project by developing an overview.

Background	Justification of the need. Cite relevant studies from credible sources.
Objectives	The plan of your project. What do you hope to accomplish, and with what impact on the field of education?
Implementation	How will you reach the objectives? By what means--timing, resources, methods?
Local Contributions	Confirmation of commitment by your agency and others involved in the project. To what extent will local resources--facilities, staff, etc.--be made available to the project? What are your agency's credentials? Why should an award be made to you?
Evaluation Reporting	How will you measure outcome versus your objectives--quantitative and qualitative? What will you look for along the way for possible changes in direction? What might be implied for the future? How might your program be extended to other similar situations? By what schedule do you intend to keep the sponsor informed of progress and results?
Budget	Must be realistic, accurate, fully justifiable and must match your objectives. Represent each year of requested support and cite "cost sharing" separately. (Indicate only easily auditable costs for cost-sharing.) Explain any unusual costs. Typical budget categories include personnel (detail positions), consultants, capital equipment (detail), expendable supplies, travel (detail), independent audit fees (if required), publications, alterations and renovations (detail), rentals, communication, other direct costs (detail), indirect costs.
Appendix	Detailed supportive materials mentioned in body of the proposal--maps, biographical data, cited reports, letters of support from cooperating agencies, etc.

Preparing a Budget

The preparation of a comprehensive budget warrants further discussion. The budget should reflect your complete narrative project description in terms of costs. As with the narrative sections, there is a great variety of representations desired by the different sponsors. If you initially prepare the budget in a very basic format you will be able to reconstitute it for any specific form, requirements while being assured of including all necessary items.

Individual worksheets should be completed for each year of your project, since support is generally provided on an annual basis. Make appropriate allowances for increments each year.

Following a breakdown of cost elements by functional areas you can consolidate items under a composite format. List all personnel items, consultant items, equipment items, etc. until the total budget is represented. If cost-sharing is not required by a sponsor--one of the elements of an early search--do not offer it as part of your final budget. (However, include such items in your worksheets for an idea of total costs.) Anything you list in the final proposal will have to be accounted for, and your bookkeeper's job will be difficult enough accounting for the sponsor's support. It is highly appropriate to indicate local support of the project in narrative terms, so that a commitment is reflected while not having to deal with figures.

Many sponsors will provide an allowance for indirect costs--those items which cannot be directly identified as being related to a given project in addition to those direct costs discussed above. The computations for these indirect costs are of a great variety depending on the sponsor, but in any event this provision can mean an offset for some of the costs known to exist, but not easily identified by project.

Specific Worksheet Entries Might Include

A typical budget might look like this:

Item	Total $	Local $	Sponsor $	Proposal Reference (page or pages)	Special Justification or Explanation

Specific entries in the worksheet might include such items as:

1. Administration
   - Advisory board
     - Salaries (identify)
     - Supplies
     - Telephone
     - Travel

2. Project Staff
   - Salaries (identify)
   - Director
   - Other staff (identify)
     - Research Assistant
     - Extension Aide
     - Graphic Arts Specialist
   - Secretary
   - Supplies
   - Postage
   - Telephone
   - Equipment (itemize)
     - Purchase
     - Rental
   - Space Rental

3. Business Office
   - Salaries (identify
   - Secretary
   - Supplies
   - Postage
   - Equipment (itemize)
     - Purchase
     - Rental
   - Reproduction
   - Space Rental

4. Legal Counsel
   - Audit
   - Professional Assistance

5. Technical/Professional Staff
   - Salaries (identify)

6. Consultation
   - Fees
   - Travel (including room and board)

7. Contracted Service
   - Visuals
   - Surveys
   - Data Processing
   - Secretarial Services

8. Training
   - Supervision
     - Director
     - Secretary
     - Supplies
     - Postage
     - Travel
     - Consultants
     - Telephone

9. Training Activities
   - Instructors
   - Participants
   - Supplies
   - Travel
   - Consultants
   - A-V materials
   - Manuals
   - Equipment (itemize)
   - Space Rental
   - Data Processing
   - Telephone

10. Evaluation
    - Salaries (identify)
    - Supplies
    - Travel
    - Consultants
    - Equipment (itemize)

11. Public Information
    - Salaries (identify)
    - Media time/space
    - Publications
    - Supplies
    - Equipment (itemize)

12. Plant Operation/Maintenance*
    - Salaries (identify)
    - Rental
    - Equipment Repair
    - Utilities

13. Renovation
    - Materials
    - Labor

*May be indirect costs unless you require an additional facility.

APPENDIX V

Documents Referred to in Main Text of Handbook

ACTION | **ACTION PRELIMINARY INQUIRY** OMB NO: 116-R0287 Expires: 1/31/77

INSTRUCTIONS – This is a preliminary inquiry for use by those organizations who wish to explore the use of ACTION resources to assist them in solving local community problems. Each question should be answered briefly. Answers should be typed or clearly printed in the space provided. If additional space is essential, attach an extra sheet of paper to the inquiry identifying the number of each question being answered. Return this inquiry to the nearest ACTION Regional Office. ACTION will respond to the inquiry within thirty days.

SECTION I – INQUIRING AGENCY

1. NAME OF ORGANIZATION

2. STREET ADDRESS | 3. CITY | 4. STATE | 5. ZIP CODE

6. CONTACT PERSON | 7. TITLE | 8. TELEPHONE

9. TYPE OF ORGANIZATION — CHECK ONLY ONE & SPECIFY
☐ Public ☐ Private Non-Profit ☐ Other (Specify)_____

10. WHAT IS THE PURPOSE OF YOUR ORGANIZATION?

11. WHAT ARE THE MAJOR PROGRAM ACTIVITIES OF YOUR ORGANIZATION?

12. WHAT EXPERIENCE WITH VOLUNTEER PROGRAMS, IF ANY, DOES YOUR ORGANIZATION POSSES?

SECTION II – PROPOSED PROGRAM PLA..

13. STATE THE PROBLEM(S) YOUR PROPOSED PROJECT WILL ADDRESS.
(State each problem in a single sentence. A problem is an unsatisfactory situation that your organization wishes to change. Follow each problem statement with a one sentence description that indicates its measurable extent or magnitude, the population most affected, and the geographical location to be served.)

14. DESCRIBE YOUR PROPOSED PROJECT GOALS, AND BENEFITS EXPECTED FROM ACHIEVEMENT OF THESE GOALS

15. HOW WILL YOUR PROJECT ADDRESS THE IDENTIFIED PROBLEM(S) THROUGH THE USE OF ACTION VOLUNTEERS?

16. DESCRIBE THE ACTION RESOURCES FOR WHICH YOU ARE APPLYING. (Include an estimate of the number and type of full-time and/or part-time volunteers you plan to use.)

17. WHAT LOCAL RESOURCES EXIST TO SUPPORT YOUR PROPOSED PROJECT, AND HOW WILL THEY BE USED? (Describe the local financial and/or material assistance you plan to use to address the problem. Identify any other organizations or individuals which will be cooperating with you in the effort and explain their involvement.)

Completion of this preliminary inquiry does not guarantee that ACTION will assign Volunteers or other resources to your organization, nor does it compel your organization to accept any such Volunteers. In the event that your organization would agree to accept any ACTION Volunteer(s), your organization must agree to assume full responsibility in the community(ies) served for the development, implementation and management of their activities and the program in which they serve.

SIGNATURE OF AUTHORIZED REPRESENTATIVE | TITLE | DATE

ACTION Form A-983 (5/74)

BEST COPY AVAILABLE

SOLAR ENERGY PROJECT

Objective: To tap into considerable local progress in developing low-cost solar collectors, and apply benefits to low-income families (primarily Chicanos) in this area.

To create a two-man firm to build such collectors.

Proposed Activities:

1. Train two local Chicanos to build solar collectors, and develop a small business installing collectors.
2. Create and maintain a revolving loan fund so that low-income families could purchase the collectors.
3. Collect and analyze data on the collectors' effectiveness to provide a solid base of information on their economic benefit.

Funding Requests:	Year 1	Year 2
2 builders (1/2 time each)	$10,000	$ 5,000
1 bookkeeper (1/2 time -- duties include data collection)	4,000	4,000
Technical assistance (local)	1,000	1,000
Business consultation (Small Business Administration; area college)	----	----
Data Analysis and reporting	500	1,500
Revolving loan fund	15,000	10,000
	$30,500	$21,500

Background:

The San Luis Valley is a remarkably cloud-free, high altitude climate which is perfect for solar heating. In recent years, several local people have developed considerable experience in building solar energy devices, particularly solar heaters and greenhouses. They have build 60 units in the past year alone.

The effort has been noteworthy for its use of local materials, and its flexibility -- rather than become tied to any particular format, the units vary in size, shape, and expense, depending upon each home and the money available for the job. Some have cost only $100, though most run $300-$500. The units save an estimated 30-40% of the fuel bill.

Unfortunately, these developments have had little impact on low-income people. Most units have been built for middle-income people; many have gone for such things as heating garages. This project would carry the technology to those who need it most.

The project would train two low-income men with building experience in solar technology. The grant would provide the equivalent of about one-half their current earnings, freeing them from the constant scramble for odd jobs by which they currently earn a living. They would continue working half-time on other jobs to assure a diversified income.

A revolving loan fund would be created so that low-income families could buy the units. We are proposing two initial payment possibilities -- 1) the monthly difference between previous usage and that with the solar collectors; 2) a stipulated, small monthly amount.

A small data collection and reporting component is building in so we can monitor the energy saving effects.

The potential impact of this project is immense:

1) Heat bills are one of the major expenses for low-income families. The savings would be felt immediately.

2) Local Chicanos are dependent on low-paying jobs for employment. This is a practical, self-supporting enterprise which, while small in scope, could free at least three families (15-18 people) from dependence on unsteady, low-paying employment.

Applicant Organization:

Saguache County Community Council
301 East Third St., Center, Colorado 81125
Phone 303-754-2362 or 754-3191
Contact person: Stella Sanchez, President
Date: 29 December 1976

PROPOSAL FORM -- SELF-DEVELOPMENT OF PEOPLE

(Synod of Colorado-Utah
United Presbyterian Church U.S.A.)

This form is to be used as a guideline in writing your proposal. When proposal is complete, mail to:
Self-Development of People
Synod of Colorado-Utah
1737 Vine Street, Denver, Colorado 80206

Proposal Outline

Instructions: Please follow this outline in writing up your proposal -- giving the Roman numeral followed by the information requested. It is to be understood this particular request for funds is for one year or less.

I. Name and Location of Project, and Date of Application.

II. Indicate if Original Application, Renewal Application or Revision of Previous Application.

III. Project Summary -- Summarize briefly the Project goals, methods to be used, and impact anticipated on area.

IV. Self Development Funds Being Sought Through the Proposal: $_____.

V. Indicate Other Groups to Whom Proposal Is Being Submitted (other denominations, government agencies, foundations, etc.)

VI. Description of Situation:

A. Describe area to be served. (Number of people, age distribution, incidence of affluence or poverty, changes taking place in target area.)

B. The needs which the Project is designed to meet. (Group to be served, conditions, etc.)

C. Scope of Project (metropolitan, regional, local?)

D. Relationship to total community resources. (What groups, if any, are related to Project and what is the community climate in regard to this proposal.)

VII. Description of Goals of Project:

A. What are the immediate goals?

B. What are the long range goals?

C. What is the relationship of these goals to priorities and strategy of the community?

VIII. Description of the Project Action Plan:

A. Fully describe the Project. (What is the process, including details of action proposed; the methods to be used?)

B. Were other projects or programs studied in designing the Project? (Yes or No.)

C. How is the Project to be administered? Project administrator accountable to whom?

D. In what ways do the people of the community participate in establishing goals and methods of the project? (Send letters of endorsement if available.)

E. How is evaluation built into the Project? Who is responsible for evaluation other than those who administer the program?

F. How is the Project to be staffed? (Number of staff persons needed, qualifications needed; is there a provision for training or orientation of professional and volunteer leaders?)

G. How is the Project to be housed? (Use of existing buildings, equipment, etc.)

H. Is Project open to all persons, regardless of racial or ethnic origins?

IX. Submit Budget of Anticipated Income and Expenditures.

A. (A separate detailed Project budget sheet will be worked out to accompany this Proposal Form.)

B. What efforts have been made to secure funding from other groups or agencies?

X. Who is the Sponsoring Group for this Proposal? How Long Has the Group Been Organized and Has the Group Sponsored Any Other Projects; if so, What Were the Projects?

XI. When Do You Anticipate Beginning the Project and Over What Period of Time Will Project Extend?

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301 E. Third Street
Center, Colorado 81125
Phone 303-754-2362 or 3191
February 25, 1977

Luther F. Berhonke
3608 Yale Drive
Longmont, Colorado 80501

Dear Mr. Berhenke:

Attached is a short proposal from the Saguache County Community Council for the "SCCC Solar Energy Development Project," along with some supporting information which you may find useful.

The Saguache County Community Council has a long history of service to the low-income Chicano community in our area. This proposal continues that idea of service, but marks the beginning of what we hope is an increased effort to develop self-sustaining employment opportunities for people in the area.

We feel this project in a sensible, useful approach to taping local resources to create new forms of self-development and an expanded economic base for our community.

We hope that you will see fit to assist us in our effort.

It is my understanding that you are looking for short, concise applications. Should you desire additional information, particularly documentation of our community needs and/or situation, or history of SCCC efforts, I will be most happy to forward it.

Thank you for your consideration.

Sincerely,

Terry Marshall
Executive Director
Saguache County Community Council

TM/ld

I. Solar Energy Development Project
Saguache County Community Council
301 E. Third
Center, Colorado 81125

Application date: 25 February 1977

II. Original Application

III. Project Summary:

Goals:
1. To tap into considerable local progress in developing low-cost solar heating systems and apply benefits of this progress to low-income families (primarily Chicanos) in our area.
2. To create a two-man firm which would build such heating systems.

Methods: We will contract with experienced builders from the San Luis Valley Solar Energy Association who have agreed to train two local low-income Chicanos in methods of constructing solar heating units for homes. The men chosen for training will have had considerable previous practical experience in construction, and a basic grasp of building methods, materials, and tools.

They will build solar heaters for low-income families, utilizing the profits to develop a small two-man firm which will continue to build solar units as a profit-making industry.

We will also develop a revolving loan fund to enable low-income families to afford the initial investment in the heaters. (The loan fund will be sought from other sources.)

Impact: Impact will come in two main areas:

1. Heat bills are consistently one of the major items in the budget of low-income families, and the use of solar energy in an area with an abundant supply can be of major importance to many families.
2. By and large, Chicanos are dependent upon local majors for employment, generally in low-paying jobs. This is a practical, potentially self-supporting enterprise

which is small in scope, yet which promises to free at least two families from this dependence.

IV. Self Development Funds requested:

$17,000.00

V. Other groups to whom proposal is being submitted:

This is part of a two-year proposal to develop a self-sustaining enterprise. We have submitted the entire proposal to the Youth Project, Washington, D.C. for assistance in obtaining funding, and plan to make a major effort in the next few months to obtain additional help.

VI. Description of Situation:

A. Service area: Saguache County, Colorado, primarily the towns of Center and Saguache. Target population is low-income Chicanos, which comprise approximately 40 percent of county's 3,805 residents. Area is by many criteria the poorest in the state. (A one-sheet summary of some statistics is attached.)

B. Needs of area:

The San Luis Valley is a large, flat, high-altitude park which receives an abundance of sunshine. However, because it is 7,500 feet above sea level, has little cloud cover, and is surrounded by mountains, temperatures are extremely low, with average low temperatures from -10 to -30 F. in the winter. Not only are winters very cold, they are very long, and heat is needed from September through May. Need for heat is compounded in the springtime due to strong westerly winds in March and April. Alamosa Weather Service reports that Center has a degree day normal of 8,494. This indicates a very cold average temperature in comparison to other areas such as Denver, which has a degree day normal of 5505. As a result, heating costs and consumption of fuel are high. The San Luis Solar Energy Association relates that the cost for propane heating of an average sized home is $100-150 per month, a figure which must be understood in the context of local housing conditions. In Saguache County, the median value of homes in 1970 was $6,700, compared to a state median of $17,700 i.e. homes are smaller more poorly constructed, and in worse condition in this area.

For Chicanos, the conditions are even worse - median value of Chicano homes is only $5,000. Problems are exacerbated by overall poor economic conditions: Saguache County median family income is $4,539. lowest in Colorado; for Chicano families, the figure is $3,188, compared to $5,674 for Anglos. In the community of Center, conditions are even worse; while county per capita income is $1,834, per capita Chicano income is $693. (All figures for 1970.)

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In addition, Chicano unemployment is high; underemployment is common. The basic pinch is economical, with local Chicano employment in farm-related areas with a seasonal base.

The result, of course, is high energy costs cut into an already small and inadequate economic base.

However, the San Luis Valley Solar Energy Association estimates that locally developed solar units, combined with adequate insulation, can cut heating costs in half.

While the Valley is beset with intense cold due to its high altitude, its lack of cloud cover, and its surrounding mountains, these are precisely the conditions which make solar heating a successful endeavor. In addition, our air is nearly pollution free, and the usual snow cover in the winter time reflects the solar energy for additional benefit from the sun's rays. The San Luis Valley Solar Energy Association has estimated the cost to an individual for building an average sized solar collector at $200-400. With a minimum of 20-40% savings, the collector can pay for itself in three or four years.

C. Project scope: high impact on limited geographical area.

D. Relationship to total community: The applicant agency, the Saguache County Community Council, is the primary voice of low-income people in the county. Various members of SCCC have established excellent relations with members of a neighborhood organization in the town of Saguache, and with the San Luis Valley Solar Energy Association. SCCC has generally been at odds with local government officials, however. This project has not been discussed community-wide because of general community problems extant over other issues.

There has been a good acceptance of the solar energy idea among some segments of the Anglo farm community, but the idea has not yet caught on generally with low-income Chicanos.

Note: We have compiled considerable documentation on community socio-economic conditions, past efforts of the applicant, current community problems and relationships, etc. It is our understanding that you are seeking concise, short applications -- however we can provide considerable additional documentation if desired.

VII. Description of Projects Goals:

A. Immediate goals:

Train two local Chicanos to build solar collectors, and develop a small business around this enterprise. This would:

1. Provide immediate access to solar energy benefits to local low-income families, and reflect lower personal outlay for heating costs;

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2) Provide a broadened employment base for at least two families;

3) Develop an interest in the low-income community for use of solar energy.

B. Long-range goals:

1) Develop a number of small, locally owned and managed employment opportunities for low-income families. This is one component of that over all effort.

2) Collect and analyze data on the collectors to provide a solid base of information on their economic impact in this area.

C. Relationship to community priorities:

1) The need for economic self-development is a primary need recognized by the applicant agency, and has been identified at our annual meetings for several years as a top need. The proposed project seems to be an excellent and immediate possibility for rural economic development in our isolated, predominately agricultural community.

2) The need to develop enterprise based on local resources has been recently identified by the San Luis Valley Council of Governments as a basic thrust for their efforts.

VIII. Description of the Project Action Plan

A. Full description of the project:

In the past two years a group of local men and women have developed considerable expertise in building solar energy devices, particularly solar collectors and greenhouses. They have built 60 units in the past year alone.

The effort has been particularly note worthy for its use of local materials and extreme flexibility -- rather than become tied to any particular format, the units are characterized by their variability in size, shape, and expense, dependent upon individual homes and money available for the job. Some, for instance, have been built for as low as $130, with more general figures running $300-$500. The man who has built most of them estimates a 30-40% fuel savings per unit.

Unfortunately, this locally developed technology has made little impact on low-income families. Most units have been built for more progressive farmers, and many have gone for such things as heating garages.

This project would carry the technology to those who need it most. Leaders of the San Luis Valley Solar Energy Association have agreed to teach local Chicanos how to build the units, and to provide the basic technical instruction.

Two Chicanos with experience in building would be selected to develop expertise in building the units -- several interested men have been identified. The grant would provide them with the equivalent of about one-half their current earnings, freeing them from the constant scramble for odd jobs by which they currently earn a living. They would continue working half-time on other projects to assure a diversified base of operations.

An important component of the grant would be a revolving fund which would enable low-income families to purchase the units, and pay them back on long-term, low-interest loans, thus refurbishing the two initial payment possibilities -- 1) the monthly difference between previous usage and that with the solar heaters; 2) a stipulated, small monthly amount. (We will be asking for funding for the loan fund from other sources.)

A small data collection and reporting component is built in so that we can carefully monitor the energy saving effects both to make sure that the units do as claimed, and as a selling point to skeptical families.

The potential impact of this project is immense:

1) Heat bills are consistantly one of the major items in the budget of low-income families, and use of solar energy in an area with an abundant supply can be of major importance of many families.

2) By and large, Chicanos are dependent upon local Anglos for employment, generally in low-paying jobs (the major employment is in the potato cellars). This is a practical, potentially self-supporting enterprise which is small in scope, yet which promises to free at least two families from this dependence.

B. Consultation with other programs in designing the project:

Yes. We have discussed solar energy activities of the San Luis Valley Solar Energy Association with several members, and have developed some background through attendance at a Valley-wide workshop in Alamosa, and some reading on solar energy efforts.

We are relying primarily on the expertise and experience of the SLV Solar Energy Association for our technical knowledge, however.

C. Project administration:

Administrative overhead will be covered through our existing staff so that all funds can go for direct services. Funds

will be kept separately with monthly financial statements and reports submitted to the applicant agency (as is done with all projects). SCCC executive director Dr. Terry Marshall will assume responsibility for project operation until the project can become self-sustaining.

D. Community Goal-Setting for the project:

SCCC holds an annual community meeting at which time yearly general goals are set. We set quarterly goals and methods for each project through the board of directors of the SCCC.

Goals for this specific project were developed by staff out of a general community concern for economic development, and circulated to the board of directors for specific comment.

E. Project Evaluation:

We are building in a small data collection and analysis component so that we may collect information on energy consumption and saving among homes which install solar collectors. This will give us quantatative measures of solar heater efficiency in the area.

We have made an initial contact with the Institute for Self-Reliance in Washington, and expect in the coming months to obtain assistance from groups such as them, (e.g. the National Center for Appropriate Technology) in program evaluation.

In addition, the agency director has a PhD in rural development, with strong backgrounds in quantatative and qualitative evaluation methodologies.

F. Project Staffing:

We propose the following staff members:

1. Two builders, each 1/2 time -- these will be local men with demonstrated building skills, probably currently working on a contract basis doing construction. They will continue working one-half time on the kinds of work they currently are doing, i.e. this project is not expected to provide full-time employment for them.

2. One bookkeeper, one-half time -- this person will keep books, as well as gather data on project effects.

3. Contracted training -- we will contract with the SLV Solar Energy Association to provide direct training on building the units. This will include two intensive workshops, as well as followup advise and inspection of work done.

A major component of the project will be training. In addition to contract training, we expect to secure volunteer

assistance from other agencies involved in solar energy.

G. Project housing:

The SCCC will provide necessary housing in its recently renovated community facility.

H. Project Clientele:

The project will be open to all, though we will concentrate on reaching low-income Chicanos in the community.

IX. Project Budget

A. See attached sheet

B. Other efforts to secure funding:

We have developed a two-page conceptual proposal which we have submitted to the Youth Project Washington, D.C. for assistance in obtaining funding. We expect to circulate this proposal in the coming months to other possible funding sources.

We have submitted a companion project to the Office of Environmental Education of the Office of Education, HEW to develop community interest in solar heating. This would be a workshop-type grant aimed at making people aware of the potential, however. It is not the same as this proposal.

X. Sponsoring Organization:

The Saguache County Community Council was organized in 1967 and over the years has sponsored several projects, including the Center Head Start (1968-present); a Health Start Project (1971-72); a health clinic (1971-73); the Center Education/Action Project, and a community organization effort (1975-present).

All of these projects have been recognized as soundly managed, effective efforts, and considerable written evidence is available to document the success of them.

In addition, we initiated efforts which led to construction of 30 units of low-income housing in Center (1973), construction of sewer and water lines to the West Center barrio (1973), renovation of our community facility (1974-77), and have been involved in working with youth, publication of a community newsletter, development of the Artes del Valle Crafts Cooperative, child and youth advocacy, and community education on non-partisan election issues, pending local government codes and plans, and numerous other activities.

Documentation is available on all these efforts.

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XI. Project Dates:

Anticipated beginning: September 1977
(To coincide with beginning of colder weather, and consequent increase in energy bills)

Project length: two years, with Self Development of People funds expected to run through August 1978

Saguache County Community Council
Solar Energy Development Project
IX.A: Proposed Budget

	Year 1	Year 2
Funded Items		
Two local builders (1/2 time each, @$5,000)	$10,000*	$ 5,000
One bookkeeper (1/2 time, includes data collection)	4,000*	4,000
Contracted Technical assistance	2,500*	1,000
Data analyzis and reporting	500*	2,500
Revolving loan fund	15,000	10,000
Total	$32,000	22,500
Contributed Items		
Administrative overhead (Saguache County Community Council)	2,500	1,000
Facilities	1,000	1,000
Office supplies, telephone, etc	500	250
Data analysis	1,000	2,500

*Items requested from Self-Development of People; total - $17,000

Statistics clearly reveal the poverty of Saguache County and the Center area. By almost any poverty criteria Saguache County ranks first, second, or third from the bottom in a polling of Colorado's 63 counties.

Population

1970 county population -- 3,827; a decline of 14.4% since 1960.

Personal Income

% County households with poverty level incomes -- 44.7 (highest % in Colorado)
% County Chicanos living in poverty -- 51.7
Median family income, Saguache County -- $4,559 (lowest in Colorado)
Center Area -- $5,750

Per capita income, Saguache County -- $1,831 (third lowest in Colorado)
Center Area -- $1,141
Center Chicanos -- $ 693

Housing

85% of Saguache County housing rated poor or very poor.
Median value of homes -- Colorado $17,700
Saguache County 6,700
Saguache County Chicanos 5,000 (lowest among 35 Colorado counties with large % of Chicano populations)

Employment

County unemployment rate in 1971 -- 12.3% (second highest in Colorado)
High rate of underemployment -- 38% of employed males do not work year around.
Anglos own the land, hold most professional and managerial jobs, and have higher paying skilled jobs, including 94% of white collar, 80% of farm, and 68% of service jobs held by people in Saguache County.

By contrast, Saguache County Chicanos hold lower-paying, seasonal jobs: 68% of blue collar, 6% of white collar jobs in the county.

Education

Chicano population lags in education:
Median school years completed -- 6.6 years (compared to 12.5 for Anglos)
% completed high school -- 8.9% of men; 7.3% of women
% with less than 8th grade ed -- 66.1% (compared to 5.6% of Anglos)
Children aged 14-17 not enrolled in school -- 14.3% (5th highest in Colorado)
School projected drop-out rate-- 27.3%

Welfare

19.4% Saguache County residents on welfare (6th highest in Colorado)
Chicanos make up 64.3% of welfare cases, including 91.3% of AFDC;
71.4% of AND;
52.1% of OAP

All statistics taken from: Terry Marshall, Saguache County in Profile: Socio-Economic Conditions of a Rural Poverty Area. (Center, Colorado: Saguache County Community Council, 1973.)

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Appendix V-A5-1

Office of Environmental Education
Office of Education
Department of Health, Education and Welfare
Washington, D.C. 20202

Dear Office of Environmental Education,

Enclosed is our minigrant proposal for a Solar Energy Education Project. We are very interested in energy conservation and particularly in bringing the information and know how to low-income people. The San Luis Valley is a large economically depressed agricultural area. We deal with a shortage of many resources but in the past we have felt secure with our mantural resources. Now, as we learn more of water shortage, strip coal mining, and pollution of the air, we realize that we must work hard to conserve these resources and preserve the natural endowments of our state.

The proposal was prepared by Saguache County Community Council, a non-profit organization of low income people which has existed for the past nine years. Saguache County Community Council sponsors Head Start in Center and has assisted many efforts of low income people to improve the conditions in their community. It is comprised of hard-working, dedicated people who are well in touch with the needs of poor people in Center.

Saguache county Community Council believes that Solar Energy Education will be of important benefit to Center residents. They propose to make this education available to low-income Chicanos, a group not now reached by present educational channels. They hope to see the target group growing in conservation awareness and benefitting economically by cutting fuel costs. Thank you for considering our proposal.

Sincerely,

Stella Sanchez, President
Saguache County Community Council

V-A5-2

OMB Approval No. 29-R0218

FEDERAL ASSISTANCE

1. TYPE OF ACTION: [X] APPLICATION; [ ] PREAPPLICATION; [ ] NOTIFICATION OF INTENT (Opt.); [ ] REPORT OF FEDERAL ACTION

2. APPLICANT'S APPLICATION: a. NUMBER; b. DATE 1977 2 15

3. STATE APPLICATION IDENTIFIER: a. NUMBER #A-95-76-01-00-00; b. DATE APPROVED 1976 1 8

4. LEGAL APPLICANT/RECIPIENT
a. Applicant Name: Saguache County Community Council
b. Organizational Unit:
c. Street/P.O. Box: 301 E. Third Street Box 574
d. City: Center
e. County: Saguache
f. State: Colorado
g. ZIP Code: 81125
h. Contact Person (Name & telephone No.): Mary Lorenson 303 754-3191

5. FEDERAL EMPLOYER IDENTIFICATION NO.: IRS # VI 84-0575941

6. PROGRAM (From Federal Catalog): a. NUMBER 13.612; b. TITLE General Project Environmental Education

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT
Solar Energy Education Project. Energy conservation, principles of solar heating and instruction on construction of solar collectors are educational topics for low-income Chicanos.

8. TYPE OF APPLICANT/RECIPIENT: private non-profit. Enter appropriate letter: K

9. TYPE OF ASSISTANCE: Enter appropriate letter: A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.): town of Center, surrounding rural area Saguache County Colo

11. ESTIMATED NUMBER OF PERSONS BENEFITING: 100 families

12. TYPE OF APPLICATION: Enter appropriate letter: A

13. PROPOSED FUNDING
a. FEDERAL $ 10,000 .00
b. APPLICANT .00
c. STATE .00
d. LOCAL .00
e. OTHER .00
f. TOTAL $ 10,000 .00

14. CONGRESSIONAL DISTRICTS OF
a. APPLICANT 4th
b. PROJECT 4th

15. TYPE OF CHANGE: Enter appropriate letter: N/A

16. PROJECT START DATE: 1977

17. PROJECT DURATION: 12 Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY: 1977 2 18

19. EXISTING FEDERAL IDENTIFICATION NUMBER: NA

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, state, ZIP code): U.S. Office of Education, Application Control Center, Washington, D.C. 20202

21. REMARKS ADDED: [ ] Yes [X] No

22. THE APPLICANT CERTIFIES THAT: a. To the best of my knowledge and belief, data in the preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved. b. If required by OMB Circular A-95 this application was submitted to appropriate clearinghouses and all responses are attached.

23. CERTIFYING REPRESENTATIVE: a. TYPED NAME AND TITLE: Stella Sanchez President; b. SIGNATURE: Stella Sanchez; c. DATE SIGNED: 1977 2 15

24. AGENCY NAME

25. APPLICATION RECEIVED

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN: [ ] a. AWARDED; [ ] b. REJECTED; [ ] c. RETURNED FOR AMENDMENT; [ ] d. DEFERRED; [ ] e. WITHDRAWN

32. FEDERAL AGENCY A-95 ACTION

33. FUNDING
a. FEDERAL $ .00
b. APPLICANT .00
c. STATE .00
d. LOCAL .00
e. OTHER .00
f. TOTAL $ .00

34. STARTING DATE

35. ACTION DATE

36. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

37. ENDING DATE

38. REMARKS ADDED: [ ] Yes [ ] No

a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part I, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)

424-101 (OE FORM 424 10/76)

STANDARD FORM 424 PAGE 1 (10-75)
Prescribed by GSA, Federal Management Circular 75-7

PART II
PROJECT APPROVAL INFORMATION

ITEM 1
Does this assistance request require State, local, regional, or other priority rating?
Name of Governing Body _____
Priority Rating _____
[ ] Yes [X] No

ITEM 2
Does this assistance request require State, or local advisory, educational or health clearances?
Name of Agency or Board _____
[ ] Yes [X] No (Attach Documentation)

ITEM 3
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?
(Attach Comments)
[X] Yes [ ] No in process

ITEM 4
Does this assistance request require State, local, regional, or other planning approval?
Name of Approving Agency _____
Date _____
[ ] Yes [X] No

ITEM 5
Is the proposed project covered by an approved comprehensive plan?
Check one
[ ] State
[ ] Local
[ ] Regional
[ ] Yes [X] No Location of Plan _____

ITEM 6
Will the assistance requested serve a Federal installation?
Name of Federal Installation _____
Federal Population benefiting from Project _____
[ ] Yes [X] No

ITEM 7
Will the assistance requested be on Federal land or installation?
Name of Federal Installation _____
Location of Federal Land _____
Percent of Project _____
[ ] Yes [X] No

ITEM 8
Will the assistance requested have an impact or effect on the environment?
See instructions for additional information to be provided
[ ] Yes [X] No

ITEM 9
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?
Number of
Individuals _____
Families _____
Businesses _____
Farms _____
[ ] Yes [X] No

ITEM 10
Is there other related assistance on this project previous, pending, or anticipated?
See instructions for additional information to be provided
[ ] Yes [X] No

OMB NO. 29-R220

APPLICATION FOR FEDERAL ASSISTANCE
(SHORT FORM)
PART II - BUDGET DATA

OBJECT CLASS CATEGORIES	CURRENT APPROVED BUDGET (a)	CHANGE REQUESTED (b)	NEW OR REVISED BUDGET (c)
1. Personnel			
2. Fringe Benefits			
3. Travel			
4. Equipment			
5. Supplies			2,400
6. Contractual			7,600
7. Construction			
8. Other			
9. Total Direct Charges			
10. Indirect Charges			
11. TOTAL			10,000
12. Federal Share			
13. Non-Federal Share			
14. Program Income			

15. Detail on Indirect Costs: for additional information See attachment

Type of Rate (mark one box) [ ] Provisional [ ] Predetermined [ ] Final [ ] Fixed

Rate _____ % Base $ _____ Total Amount $ _____

PART III

Program Narrative Statement
(Attach additional sheets, if necessary)

U.S. GOVERNMENT PRINTING OFFICE: 1976

75

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Breakdown of Costs

Supplies

materials and printing costs for pamphlet	600
materials for demonstration models of solar collectors	1600
tools	200
Total	2400

Contractual

contract for workshop coordinator 3300

Workshop coordinator
The workshop coordinator will be responsible for setting up workshops, advertising, and doing extensive contact work to inform people about the benefits of solar heating and the details of the workshops. He will be present at workshops and will then coordinate the technical follow-up assistance provided to individual workshop participants. His work will be based in the neighborhood with much house-to-house contact

contract for technical instructor 4300

The technical instructor will conduct the workshops, providing information related to solar energy and teaching participants the actual planning and construction of solar collectors. Following the workshop, the technical instructor will assist each individual participant to construct his own solar collector to meet his particular heating needs.

Total	7600
Grand Total	10,000

Narrative
Solar Energy Education Plan

Solar energy is a concept of tremendous interest in this San Luis Valley where the sun shines every day, but where temperatures are low and winters long. As prices of fossil fuels rise and as awareness of our rapid depletion of natural resources increases, public attention is focusing on non-polluting, ecologically harmless, inexhasutible solar energy as a low-cost alternative. In the past two years, considerable interest and expertise has developed in the San Luis Valley to utilize solar energy in home heating. In the past year alone, a group of local men and women have spurred construction of approximately fifty locally designed and built units, most of them in the Center area. (See the attached article)

The San Luis Valley is a large, flat, high-altitude park which receives an abundance of sunshine. However, because it is 7,500 feet above sealevel, has little cloud cover, and is surrounded by mountains, temperatures are extremely low, with average low temperatures from -10 to-30 F. in the winter. Not only are winters very cold, they are very long, and heat is needed from September through May. Need for heat is compounded in the springtime due to strong westerly winds in March and April. Alamosa Weather Service reports that Center has a degree day normal of 8,494.[1] This indicates a very cold average temperature in comparison to other areas such as Denver, which has a degree day normal of 5505. As a result, heating costs and consumption of fuel are high. The San Luis Valley Solar Energy Association relates that the cost for propane heating of an average sized home is $100-150 per month, a figure which must be understood in the context of local

[1] Lillywhite, Malocolm, Domestic Solar Energy Technology (Evergreen) Colorado, Malcolm Lillywhite publisher, Chapter 11, p. 17)

housing conditions. In Saguache County, the median value of homes is $6,700, compared to a state median of $17,700, i.e. homes are smaller more poorly constructed, and in worse condition in this area.[2]

For Chicanos, the conditions are even worse - median value of Chicano homes is only $5,000. Problems are exacerbated by overall poor economic conditions: Saguache County median family income is $4,539, lowest in Colorado; for Chicano families, the figure is $3,100, compared to $5,674 for Anglos. In the community of Center, conditions are even worse; while county per capita income is $1,834, per capita Chicano income is $693.

In addition, Chicano unemployment is high; underemployment is common. The basic industry is agricultural, with most Chicano employment in farm-related areas with a seasonal base.

The result, of course, is high energy costs cut into an already small and inadequate economic base.

However, the San Luis Valley Solar Energy Association estimates that locally developed solar units, combined with adequate insulation, can cut heating costs in half.

While the Valley is beset with intense cold due to its high altitude, its lack of cloud cover, and its surrounding mountains, these are precisely the conditions which make solar heating a successful endeavor. In addition, our air is nearly pollution free, and the usual snow cover in the winter time reflects the solar energy for additional benefit from the sun's rays. The San Luis Valley Solar Energy Association has estimated the cost to an individual for building an average sized solar collector at $200-400. With a minimum of 20-40% savings, the

2 All figures based on 1970 U.S. Census figures, obtained from Marshall, Terry, Saguache County in Profile: Socio-Economic Conditions of a Rural Poverty Area. Center, Colo. Saguache County Community Council, 1973.

collector would pay for itself in three or four years. A solar collector is a good investment for anyone in the San Luis Valley but since the need is great for all Valley residents, it is greater for the poor. Professional planners in the San Luis Valley have recognized the importance of solar heating but the actual construction of solar units has largely been done by the more prosperous sectors of the community and has not been made available to the low-income minority population. This plan proposes to make information and technical assistance available to low-income Chicanos so that they may take advantage of the benefits afforded by solar energy.

Objectives

1. To promote solar heating as a low-cost, low-technology approach to developing alternative heating systems.
2. To provide information to low-income Chicano families regarding the principles of solar energy use and methods of construction.
3. To provide technical assistance to low-income Chicanos in building solar collectors for their homes.
4. To reduce the usage of fossil fuels and reduce heating costs for poor people.
5. To develop, print, and disseminate a set of simple bilingual materials (Spanish/English) on solar energy use, and unit construction useable by the local low-income community.

Geographical Location

Center and surrounding rural area in the county of Saguache in Southern Colorado.

Approach

A series of four two-day workshops will be conducted quarterly over the project year to provide instruction to participants in concepts related to solar energy. The San Luis Valley Solar Energy Association

will provide a technical instructor to conduct the workshop and to supervise building of a demonstration solar unit for use on the Head Start building, a public community building. A key component of the workshops will be this actual construction of a solar unit by workshop participants. In our extensive experience in working with low-income people in the area, we have found involvement, interest, and learning can be sustained easier through direct involvement, as opposed to passive, lecture-discussion type instruction.

Through actually planning and constructing a solar collector, participants can more easily grasp solar energy principles, develop a personal understanding of solar energy, and receive practical training in building skills which many have previously acquired through work experience. The technical instructor will provide follow-up assistance to workshop participants to assist them in constructing and installing their own solar collectors. The follow-up assistance will include determining the individual heating needs of each participant, designing the collector which best fits the construction of the house, selecting materials, construction, and installation. The bulk of the work will be done by workshop participants with the instructor providing supervision.

A strong emphasis will be placed on direct contact with potential participants. We have found that media and/or printed material alone is inadequate, because of the high degree of limited education in the county. We can obtain excellent turnout and interest in such projects, however, by combining printed material with house-to-house contact though our already established contact system.

Informational Content of the Workshops

The following outlines the content of information which will be presented in the Solar Energy workshops. Lectures, slides, demonstrations and actual participation in construction will be modes of instruction.

1. Solar Energy principals
   - A. Concepts of conservation
     - a. energy saving devices
     - b. insulation
   - B. Distinction between passive and active solar heating
2. Examination of building materials
3. Examination of roof models and wall models
4. Construction plans and techniques
   - A. Angle of collector
   - B. Type of controls needed
   - C. Sizing of collector
   - D. Siting of collector
   - E. Storage considerations
5. Installation methods
6. Maintenance
7. Solar Greenhouse
8. Designing new buildings for solar heating

Benefits expected

At the close of this project, low income Chicanos will have received instruction in principles of solar energy and will have put these principles to work in constructing model units for use on a public building. They will have been given the technical assistance necessary to construct their own solar collector. We will see solar heating units on the homes of poor people. Their heating costs will be substantially reduced and their awareness of energy conservation will be increased. The model units available at the public building will provide solar heating experience for everyone who enters the building. The pamphlet explaining solar energy in both Spanish and English will bring knowledge of solar principles to an increased number of people.

Rapid Growth Of Solar Projects Is Recorded For San Luis Valley

By THE SLV SOLAR ENERGY ASSOCIATION

At the beginning of 1975 there were only a handful of solar projects in the San Luis Valley. As our Centennial-Bicentennial year comes to a close, we can report the sun's heat is now being used in 60 to 70 locations using the sun's energy here.

These include solar heaters on homes, garages, shops and community buildings, solar greenhouses, solar water heaters and solar food dryers and ovens. The technology of these units ranges from simple, low cost auxiliary solar heaters to commercially manufactured solar furnaces to nearly constructed homes with built-in solar heat. Costs range from $150 to $5,000 with a few units being built of recycled materials at a cost to the builder of less than $100.

Association Formed

The formation of the San Luis Valley Solar Energy Association (SLV SEA) came at our last February following the Domestic Solar Energy Seminar sponsored by the SLV Council of Governments in January at Adams State College.

The association has no government ties whatsoever and was incorporated in May as a state registered non-profit organization. In the 11 months of its existence the SLV SEA has gained over 80 members, mostly interested local families and businesses.

The principal goals of the SLV SEA are to promote energy conservation and the development of solar and other alternative energy use here in the Valley.

Activities of the Association have included solar tours, solar collector and greenhouse construction workshops in the Valley and around the state, and publication of a monthly newsletter, Energy Flashes. In addition, a solar library travels from town to town in the Valley, an energy efficient building design course at ASC was sponsored by the Association, and library exhibits and monthly educational meetings have been held around the Valley. A number of educational presentations on solar energy also have been made to civic organizations here.

Solar Energy Exhibit

The SLV SEA also is hosting the Sunshine Company, a traveling solar exhibit, this week at Plachy Hall, Adams State College. The exhibit shows with actual working models and through information center the variety of ways in which solar energy can be used. Workshops and seminars on various aspects of solar energy are being held this week along with the exhibit.

Over the past year it has become clear to an increasing number of valley residents that one need not go to Denver or Albuquerque to obtain the expertise, materials and manpower for solar design and construction. Everything necessary is here, including abundant solar radiation.

It has also become increasingly clear that rising fuel costs will lead more Valley residents to considering solar heating, either as auxiliary heat in existing homes or as a major source in new home construction or from the commercially manufactured units.

Local Capability

This year saw the development of a viable local capability for designing, constructing and selling solar units. Quite a few owners of solar units "did it themselves." Several local contractors built many of the units. In addition, three local outfits took out franchises to sell commercially manufactured solar furnaces, and three local businessmen added materials needed for solar construction to their line of stock.

The SLV SEA Solar Directory lists three solar heating contractors in the Valley: Bill North of Center, Dirk Dunsmore and Jeff Gorham, Alamosa, and Richard Vendola, Alamosa. All three design things to retrofit solar furnaces belong to Val Lowder and Wayne Wilson of Center, Larry Sommers of Alamosa, and Jeannette's Mobile Homes in Alamosa.

In addition, local architect Akira Kawanabe designs energy efficient buildings which can include solar energy.

Several persons are supplying the specialized materials and components needed for solar construction, including John Kefer, Bob Dunsmore, and Larry Sprenger of Alamosa, and Alex Colville Jr., owner of Casa De Madera in Del Norte. These materials are in addition to the standard supplies needed such as lumber, electrical materials, glass, rock, and concrete which are available from local businesses.

Local Support

A great deal of support has been received from local businesses in the form of cash donations and memberships dues to the SLV SEA. Public Service and the San Luis Valley Rural Electric Cooperative have been very helpful. Adams State College has provided facilities for seminars and exhibits and offers courses in solar design and physics.

SLV SEA board members have contributed a great deal of their time to the development of solar energy in the Valley. They are Marianne North, president; Larry Ehardt, vice president; Sally Johnson, secretary-treasurer, and board of directors Ray Arnold, Alex Colville Jr., Julie Dunsmore, Carl Heilin, and Ron Johnson.

Solar Projects

Among the more noteworthy existing solar projects in the Valley are the following:

Conejos County Board of Help in Antonito has a solar greenhouse constructed of recycled materials by volunteer labor. This unit is tended by the clients and is being used to grow tomatoes and other food for the clients.

Larry Gardner of Alamosa has built a greenhouse attached to the south side of his home. This greenhouse contains black-painted 55 gallon drums filled with water which store solar heat during the day and radiate it at night. Other solar greenhouses have been built by Earl Abrens, Monte Vista; Alex Colville Jr. and Charles Hindre, Del Norte; Eloise Sargent and Mike Cavaliere, Alamosa; Dick Turner of La Jara and Ken Hubbard of San Acacio. These units help to heat the homes to which they are attached during the day, and when properly built require little additional heat at night.

Several solar heated homes presently are under construction in the Valley. John Woodard near Villa Grove, Larry Ehardt of South Fork, Terry Hundley and Joe Martinez of Alamosa and Arnold Valdez of San Luis have houses in different stages of completion. These homes will depend on the sun for their primary heat source but have back-up heat using conventional fuels as well.

Auxiliary Solar Units

Well over 30 Alamosa Valley garages and mountain cabins in the Valley have had solar heaters installed to augment existing conventional heating systems. Their purpose is not to completely replace a gas furnace or electric heat but to make a dent in fuel bills. These units are relatively low in cost and can be installed by a homeowner for $200 to $700. They generally can save a homeowner from 20 to 50 percent of the monthly heating bill.

This type of unit can be seen around Center at the homes of Frank Machuca, Curt Taylor, Bill North, Bill Ford, Ann Trujillo and many others.

In Alamosa similar units can be seen on Dirk's Kawasaki Shop and the homes of Bob Dunsmore and Clarence Wienand as well as at the Town of Alamosa Fire Station in Waverly District. San Luis has two units of this design, one on the old gym, now a community recreation center, and on the Butler-Showalter Funeral Home.

Heat Storage

Some units have rock storage which provides almost all of the heat for the garages of Bob Bell and Bill Ford of Center and for Ken Carpenter's clubhouse near Del Norte.

Experimentation in solar design is being carried out by John Kefer, Paul Wise, Bob Dunsmore, Arnold Valdez, and Larry Sprenger all living either in the Valley.

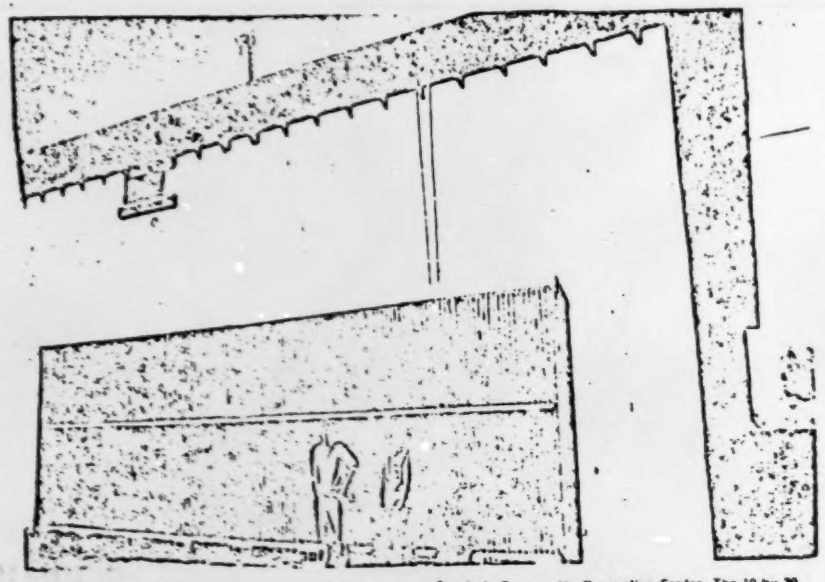
A project now in the planning stages is the construction and operation of a solar heated greenhouse by students at Alamosa Junior High School.

The San Luis Cultural Center also is expected to have solar collectors incorporated.

Energy Conservation

As a result of the many solar related activities in the Valley the past year, many people here are conserving energy, not only through the use of the sun, but because energy conservation methods such as adding more insulation to homes has been stressed as well.

Such developments have brought considerable benefits to the people of the San Luis Valley. The SLV SEA is proud of the fact that Valley people themselves are responsible for most of these developments.



LARGEST COLLECTOR— Shown above is the largest solar collector in the San Luis Valley. It is located in the San Luis Community Recreation Center. The 10 by 30 foot unit was constructed by youth work campers this last summer.

Valley Courier
Alamosa, Colorado
12-8-76

BEST COPY AVAILABLE

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Department of the Treasury

Internal Revenue Service

Date: May 27, 1970

In reply refer to: AM:EO:70-460

Saguache County Community Council
P. O. Box 574
Center, Colorado 81125

Gentlemen:

Accounting Period: March 31

Based on information supplied, we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. This determination assumes your operations will be as stated in your exemption application.

Any changes in your character or purposes must be reported immediately to us for consideration of their effect upon your exempt status. You must also report any change in your name or address.

In the letter we are not determining whether you are a private foundation as defined in new section 509(A) of the Code. Your attention is invited to new section 508(b) of the Code which sets forth requirements for establishing that an organization exempt under section 501(c)(3) is not a private foundation. When procedures are developed to implement these new requirements, we will advise you how to proceed to notify the Internal Revenue Service if you do not believe yourself to be a private foundation.

For years beginning prior to January 1, 1970, you are [illegible] required to file the annual information return, Form 990-A. For each subsequent year, please refer to the instructions accompanying the Form 990-A for that particular year to determine whether you are required to file. If filing is required, you must file the Form 990-A by the fifteenth day of the fifth month after the end of your annual accounting period.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present or proposed activities is unrelated trade or business as defined in section 513 of the Code.

Contributions made to you are deductible by donors as provided in section 170 of the Code. Bequests, legacies, devises, transfers or gifts to or for your use are deductible for Federal estate and gift tax purposes under the provisions of section 2055, 2106 and 2522 of the Code.

You are not liable for Federal Unemployment Taxes. You are liable for social security taxes only if you have filed waiver of exemption certificates as provided in the Federal Insurance Contributions Act.

Sincerely yours,

(Signed) R. L. Phinney

R. L. PHINNEY
District Director

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ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Saguache County Community Council (hereinafter called the "Applicant")
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P. L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department, and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated 2-13-77

Saguache County Community Council
(Applicant)

By Stevia Sarah
(President, Chairman of Board, or comparable authorized official)

P.O. Box 574

Center, Colorado 81125
(Applicant's mailing address)

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HEW-441
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APPENDIX V-A6

SCCC SOLAR ENERGY DEVELOPMENT PROJECT

Saguache County Community Council
Center, Colorado 81125

Summary: The Saguache County Community Council has received a grant from the Synod of the Rocky Mountains of the United Presbyterian Church which will fund a low-income directed solar energy program. This summary briefly outlines the project, and suggests areas of complementary assistance needed to round out the project.

Project Goals:

1) To develop an interest among low-income community residents (primarily Chicano) in use of solar energy.

2) To create a small profit-making business run by low-income people that would build and install solar collectors, primarily on homes of low-income families.

3) To collect and analyze data on the collectors to provide a solid base of information on their economic impact in this area.

Project Description:

In the past two years, a group of San Luis Valley men and women have developed considerable expertise in building solar energy devices, particularly solar collectors and greenhouses. They have built 60 units in the past year alone.

The effort has been particularly noteworthy for its use of local materials and extreme flexibility -- rather than become tied to any particular format, the units are characterized by their variability in size, shape, and expense, dependent upon individual homes and money available for the job. Some, for instance, have been built for as little as $100, with more general figures running $300-$500. The man who has built most of them estimates a 30-40% fuel savings per unit. Unfortunately, this locally developed technology has made little impact on low-income families. Because our area is one of the poorest in Colorado, the potential impact of the project is great.

This project would carry the technology to those who need it the most. A minimum of two men with experience in building would be selected to develop expertise in building the units. The grant will provide them with the equivalent of about one-half of a respectable

wage, freeing them from the constant scramble for odd jobs by which they currently earn a living. They would continue working half-time on other projects to assure a diversified base of financial support.

In addition, a small data collection and reporting component is built in so that we can carefully monitor the energy saving effects, both to make sure that the units do as claimed, and as a selling point to skeptical families.

Members of the San Luis Valley Solar Energy Association have agreed to provide basic technical instruction for the project. Initially, we will build the "Bill North collector," a vertical forced-air unit which has been the basic unit utilized by the San Luis Valley Solar Energy Association. We hope to work with the Association in refining and developing the basic concept as we go.

The project will begin informally May 14, 1977 when we sponsor a day-long workshop on building collectors, both to begin involving low-income people in the process and in identifying potential people to develop the business.

Our initial funding includes money for the following:

Two local builders, each 1/2 time for one year	$10,000
One bookkeeper, 1/2 time. (including data collection)	4,000
Contracted techincal assistance	2,500
Data analysis and reporting	500
	$17,000

Other needs:

The initial grant is a start toward building a more extensive project. In addition to what is outlined above, we feel the following needs should be tied to the project:

1. Revolving Fund monies -- We need a revolving loan fund to provide monies for low-income families to pay for materials used in the the collectors. Otherwise, lack of financing will not permit the most needy families to participate. We estimate that an initial fund of $25,000 would be sufficient.

2. Worker subsidy -- Though we can now fund two workers for a year, that is obviously not enough time to adequately train and support the men through to establishment of a viable local firm. One logical option would be to extend the basic subsidy time through use of CETA funds.

3. SLV Solar Energy Association Support -- We would like to strengthen the work of the SLV Solar Energy Association in conjunction with our project. As much as possible, we will contract our TA monies to them to support their work. The group could benefit tremendously with additional money for coordination of their efforts and dissemination of information -- funding for a full-time employee would be most useful.

4. Technical Assistance -- We would like also to tap into ongoing learning about solar energy developments, both to provide continued training to those involved in the project here, and to assure constant upgrading of our product.

5. Community facility conversion --- We would like to develop solar energy collectors with storage for our large community facility, La Frontera. This would provide a good local example of use of solar energy on a large building, would provide a working model for people to see, a major project for the building team, and have positive side benefits in terms of tremendously reduced energy bills for our community-based organization.

Sponsoring Organization:

The Saguache County Community Council was organized in 1967. Over the year it has sponsored several projects, including the Center Head Start (1968-present); a Health Start Project (1971-72); a health clinic (1971-73); the Center Edcuation/Action Project, a community organization effort (1975-present).

All of these projects have been recognized as soundly managed, effective efforts. Considerable written evidence is available to document their success.

In addition, we initiated efforts which led to construction of 30 units of low-income housing in Center (1972), construction of sewer and water lines to the West Center barrio (1973), renovation of our community facility (1974-77), and have been involved in working with youth, publication of a community newsletter, development of the Artes del Valle Crafts Cooperative, child and youth advocacy, and community education on non-partisan election issues, pending local government codes and plans, and numerous other activities.

Documentation is available on all these efforts.

Additional information on the project and the sponsoring group is available from:

Stella Sanchez,
President
Saguache County Community Council
301 E. Third
Center, Colorado 81125
Phone 303-754-2362
or 754-3191